

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> 1. Demonstrate aural recognition of rhythmic patterns. (MU.A.3.3.3) 2. Demonstrate aural recognition of tonal patterns. (MU.A.3.3.3) 3. Distinguish between steps and skips. (MU.A.3.3.2) 4. Read rhythmic patterns. (MU.A.3.3.2) 5. Read tonal patterns, (MU.A.3.3.2) 6. Define time signatures. (MU.A.3.3.1) 7. Identify the names of the lines and spaces of the grand staff. (MU.A.3.3.2) 8. Identify key signatures of the literature performed. (MU.A.3.3.2) 9. Demonstrate music reading independence. (MU.A.3.3.1) 	<ol style="list-style-type: none"> A. The student can sight sing a simple melody. (MU.A.3.3.1) B. The student can identify relative lengths of notes and rests and group them into measures in a variety of time signatures. (MU.A.3.3.2) C. The student can identify tonal and rhythmic patterns in the literature preformed. (MU.A.3.3.2) D. The student can correctly perform high/low literature as a member of a small group for purposes of evaluation. (MU.E.2.3.1)
II Expressive and Stylistic Characteristics	<ol style="list-style-type: none"> 1. Identify and execute a simple phrase. (MU.A.1.3.2) 2. Identify and execute dynamics in the literature performed. (MU.D.1.3.3) 3. Identify and execute tempo markings in the literature performed. (MU.D.1.3.2) 4. Express the meaning of a text. (MU.A.1.3.2) (MU.D.1.3.3) 	<ol style="list-style-type: none"> A. The student can successfully perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.A.1.3.3) B. The student can analyze lyrics with regard to expression. (MU.A.1.3.2)

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<p>III Forms and Structures</p>	<p>5. Define musical terms and expressions found in literature performed. (MU.D.1.3.3)</p> <p>1. Recognize and describe the voice classifications found in high/low chorus. (MU.A.1.3.1)</p> <p>2. Explain the organization of a high/low vocal score. (MU.A.1.3.1)</p> <p>3. Demonstrate ability to track an individual voice part throughout a high/low vocal score. (MU.A.1.3.1)</p> <p>4. Identify the principal melodic line as it appears in voicings of a score. (MU.A.1.3.1)</p> <p>5. Identify form and organizational structure of the literature performed. (MU.A.1.3.2)</p> <p>6. Distinguish between unison singing and harmony. (MU.A.1.3.1)</p> <p>7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.A.1.3.3)</p> <p>8. Visually analyze and identify potential melodic problems prior to performance. (MU.A.1.3.3)</p>	<p>A. The student can analyze a high/low vocal score with regard to organization, voicings, form and potential performance problems. (MU.A.1.3.1)</p> <p>B. The student can aurally and visually distinguish between unison and harmony in high/low vocal literature. (MU.A.1.3.1)</p>

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IV Technique	<ol style="list-style-type: none"> 1. Respond to conducting gestures in an ensemble setting. (MU.A.1.3.3) 2. Demonstrate proper singing posture. (MU.A.1.3.3) 3. Demonstrate proper breath control. (MU.A.1.3.3) 4. Demonstrate a relaxed jaw and open throat. (MU.A.1.3.3) 5. Execute vertical vowels. (MU.A.1.3.3) 6. Demonstrate appropriate use of head voice. (MU.A.1.3.3) 7. Match pitch. (MU.A.1.3.3) 8. Recognize and execute a unified vowel sound in group singing. (MU.A.1.3.3) 9. Classify components of text with regard to proper diction. (MU.A.1.3.2) 10. Sing with a focused tone. (MU.A.1.3.3) 11. Consistently sing in tune. (MU.A.1.3.3) 12. Recognize poor intonation and analyze with regard to cause. (MU.D.2.3.2) 13. Characterize a choral performance with regard to proper vocal technique. (MU.A.1.3.3) 	<ol style="list-style-type: none"> A. The student can sing a vocal line in an acceptable singing tone as a member of a small group or as a soloist. (MU.A.1.3.3) B. The student can evaluate vocal performances of oneself and peers with regard to technical issues. (MU.D.2.3.2) C. The student can analyze a vocal text to identify component vowel and consonant sounds. (MU.D.2.3.2) D. The student can respond to conducting gestures in an ensemble setting. (MU.A.1.3.3)

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> 1. Participate in music activities. (MU.A.1.3.3) 2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.E.1.3.1) 3. Explain the importance of punctuality for both rehearsals and performances. (MU.E.2.3.3) 4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.E.2.3.3) 5. Demonstrate performance poise. (MU.D.2.3.2) 6. Demonstrate appropriate audience behavior. (MU.D.2.3.2) 7. Describe the cultural context of literature performed. (MU.C.1.3.1) 8. Develop a criteria for evaluating music preference. (MU.E.2.3.2) 9. Describe applications for processing music using technology (computers, synthesizers, and sequencers). (MU.B.2.3.1) 10. List factors to be considered in choosing a career in music. (MU.E.2.3.1) 11. Analyze the discipline, knowledge, and skills required for career preparation in music. (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can develop a criteria for evaluating musical performances of self and others. (MU.A.1.3.3) B. The student can participate in musical performances. (MU.A.1.3.3) C. The student can verbally or in writing identify cultural characteristics of a variety of literature. (MU.C.1.3.1) D. The student can justify personal musical preferences using established criteria. (MU.E.2.3.2) E. The student can describe how to apply technology to process music. (MU.B.2.3.1) F. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) G. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) H. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)

MUSIC EDUCATION

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	<p>12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>13. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	