

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Play and write simple rhythmic/melodic patterns presented aurally. (MU.A.3.3.3)</li> <li>2. Locate keys on the keyboard according to their letter names and associate with notation in treble and bass clefs. (MU.A.3.3.1)</li> <li>3. Identify and describe the values of the whole, half, quarter, eighth, dotted whole, half and quarter notes and their corresponding rests. (MU.A.3.3.2)</li> <li>4. Define the function of common time signatures. (MU.A.3.3.1)</li> <li>5. Describe the whole and half step pattern of C, F, G, D, A, and E, major scales. (MU.A.3.3.2)</li> <li>6. Identify discrepancies in pitch and duration between aurally presented passages and written notation. (MU.A.3.3.2)</li> <li>7. Identify I, IV, and V7 chords in the keys of C, F, G, D, A and E major in root position and inversions commonly used for these progressions. (MU.A.3.3.3)</li> <li>8. Improvise on a given melody to create variations. (MU.B.1.3.1)</li> <li>9. Sight read simple 4 measure melodies with chordal accompaniments hands separately and/or together. (MU.A.3.3.1)</li> <li>10. Perform simple solos and duets as a class ensemble. (MU.A.2.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can imitate on the keyboard and write simple rhythmic and/or melodic patterns presented aurally. (MU.A.3.3.3)</li> <li>B. The student can perform simple songs from notation applying correct fingering and hand positions. (MU.A.2.3.1)</li> <li>C. The student can create an improvised melodic excerpt based on a familiar song. (MU.B.1.3.1)</li> <li>D. The student can perform simple literature at the keyboard in a solo and ensemble setting. (MU.A.2.3.2)</li> </ol>

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<p>II Expressive and Stylistic Characteristic</p>	<ol style="list-style-type: none"> <li>1. Maintain a specific tempo consistently throughout the length of the song. (MU.A.2.3.1)</li> <li>2. Play melodies and chord progressions at dynamic levels indicated in the score. (MU.A.2.3.3)</li> <li>3. Identify and execute a musical phrase et the keyboard. (MU.A.2.3.3)</li> <li>4. Play melodies using various articulations (e.g. legato, staccato, marcato). (MU.A.2.3.1)</li> <li>5. Define, identify end execute common expressive markings in the score. (MU.A.2.3.3)</li> <li>6. Identify aurally and/or visually the musical characteristics that are unique to various styles of keyboard music. (e.g. classical, ragtime, boogie woogies, etc.) (MU.A.2.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate by playing expressive characteristics such as dynamics, tempo and articulation. (MU.D.1.3.3)</li> <li>B. The student can determine the grouping of notes that constitute a musical idea or phrase and perform it correctly in the context of a musical piece. (MU.A.2.3.2)</li> <li>C. The student can describe the various styles performed on the keyboard. (MU.A.2.3.2)</li> </ol>
<p>III Technique</p>	<ol style="list-style-type: none"> <li>1. Play simple melodic passages with the right hand and left hand separately and/or together using correct fingerings and hand positions. (MU.A.2.3.1)</li> <li>2. Play a melody with one hand and a simple accompaniment with the other. (MU.A.2.3.1)</li> <li>3. Play one octave scales in six major keys, ascending and descending, using hands separate and together. (eg. C, F, G, D, A, E) (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Students will demonstrate correct hand position end fingering in simple pieces, melodic passages, and scales. (MU.A.2.3.1)</li> <li>B. Students can perform block chord progressions in selected keys using root position and commonly used inversions in the context of an accompaniment. (MU.A.2.3.1)</li> </ol>

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IV Forms and Structures	<p>4. Play chord progressions (I, IV, V7) in keys of C, F, D, D, A and E major, hands separately and/or together. (MU.A.2.3.1)</p> <p>1. Analyze the organization of selected keyboard literature including binary, ternary, rondo, etc. (MU.D.1.3.2)</p> <p>2. Identify melody, bass line and accompaniment of simple keyboard music. (MU.D.1.3.1)</p>	<p>A. The student can analyze and describe verbally or in writing the forms and structures of the works being rehearsed and performed. (MU.D.1.3.2)</p>
V Personal/Social Musical Development and Lifelong Learning	<p>1. Establish criteria for evaluating music performances. (MU.D.2.3.2)</p> <p>2. Critique and evaluate performances of self and others using appropriate music vocabulary. (MU.D.2.3.2)</p> <p>3. Determine and justify personal preferences of musical styles. (MU.E.2.3.2)</p> <p>4. Describe applications for processing music using technology (computers, synthesizers, and sequencers). (MU.B.2.3.1)</p> <p>5. Describe the cultural context of literature performed. (MU.C.1.3.1)</p> <p>6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</p> <p>7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p>	<p>A. The student can express basic music judgements regarding the performance of self and others with attention to technical and musical aspects. (MU.D.2.3.2)</p> <p>B. The student can describe how to apply technology to the processing of music. (MU.B.2.3.1)</p> <p>C. The student can identify culture characteristics of a variety of literature. (MU.C.1.3.1)</p> <p>D. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p> <p>E. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</p>

# MUSIC EDUCATION

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	<p>8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	<p>F. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p>