

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. Define note and rest values. (MU.A.3.3.2) 8. Identify the names of the lines and spaces of the grand staff. (MU.A.3.3.2) 9. Identify key signatures of the literature performed. (MU.A.3.3.2) 	<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 performed. (MU.A.3.3.2) D. The student can correctly perform 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) 5. Define musical terms and expressions found in literature performed. (MU.D.1.3.3) 	<ol style="list-style-type: none"> A. The student can analyze lyrics with regard to expression. (MU.A.1.3.2) B. The student can perform vocal literature using appropriate phrasing, tempo and dynamics (MU.A.1.3.3)
III Forms and Structures	<ol style="list-style-type: none"> 1. Recognize and describe the singing voice classifications. (MU.A.1.3.1) 2. Explain the organization of a vocal score. (MU.A.1.3.1) 	<ol style="list-style-type: none"> A. The student can analyze a vocal score with regard to organization, voicings and form. (MU.D.1.3.2)

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IV Technique	<ol style="list-style-type: none"> 3. Demonstrate ability to track an individual voice part throughout a vocal score. (MU.A.1.3.1) 4. Identify the principal melodic line as it appears in the voicings of a score. (MU.A.1.3.1) 5. Identify form and organizational structure of the literature performed. (MU.A.1.3.2) 6. Distinguish between unison singing and harmony. (MU.A.1.3.1) 1. Demonstrate proper singing posture. (MU.A.1.3.3) 2. Demonstrate proper breath control. (MU.A.1.3.3) 3. Demonstrate a relaxed jaw and open throat. (MU.A.1.3.3) 4. Execute vertical vowels. (MU.A.1.3.3) 5. Demonstrate appropriate use of head voice. (MU.A.1.3.3) 6. Match pitch. (MU.A.1.3.3) 7. Recognize and execute a unified vowel sound in group singing. (MU.A.1.3.3) 8. Classify components of text with regard to proper diction. (MU.A.1.3.2) 9. Sing with a focused tone. (MU.A.1.3.3) 10. Recognize poor intonation and analyze with regard to cause. (MU.D.2.3.2) 11. Characterize a singing performance with regard to proper vocal technique. (MU.A.1.3.3) 	<ol style="list-style-type: none"> B. The student can aurally and visually distinguish between unison and harmony in vocal literature. (MU.D.1.3.2) A. The student can sing a vocal line in an acceptable singing tone as a member of a small group. (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.A.3.3.2)

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<p>V Personal/Social Musical Development and Lifelong 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 performed. (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 music using technology (computers, synthesizers, and sequencers). (MU.B.2.3.1) 10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 11. <i>analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 13. <i>Prepare a budget for a concert.</i> (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, both as a performer and as a member of the audience. (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 student 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)