

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Demonstrate aural and visual recognition of rhythmic patterns. (MU.D.1.3.1)</li> <li>2. Demonstrate aural and visual recognition of tonal patterns. (MU.D.1.3.1)</li> <li>3. Demonstrate aural recognition of simple harmonic progressions. (MU.A.2.3.3)</li> <li>4. Distinguish between steps and skips. (MU.A.2.3.3)</li> <li>5. Identify whole, half, quarter, and eighth notes and their corresponding rests. (MU.D.1.3.2)</li> <li>6. Group notes into measures in 2/4, 3/4, 4/4, 6/8, 3/8, and meter. (MU.D.1.3.2)</li> <li>7. Read and write rhythmic patterns and tonal patterns. (MU.B.2.3.1)</li> <li>8. Aurally identify duple and triple meters and syncopated rhythms. (MU.A.3.3.1)</li> <li>9. Identify the names of the lines and spaces of the grand staff. (MU.A.3.3.1)</li> <li>10. Demonstrate music-reading independence. (MU.A.1.3.3)</li> <li>11. Improvise a percussion part for a familiar song. (MU.B.1.3.1)</li> <li>12. Compose simple melodies and rhythmic accompaniments. (MU.B.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Student can group notes and rests into measures in a variety of time signatures. (MU.D.1.3.2)</li> <li>B. Student can visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts. (MU.A.1.3.3)</li> <li>C. Student can sing simple songs. (MU.A.3.3.1)</li> <li>D. Student can play a song on a classroom instrument by reading notation in the treble clef. (MU.A.3.3.1)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast a variety of musical styles. (MU.D.1.3.2)</li> <li>2. Identify and execute a simple phrase. (MU.A.1.3.2)</li> <li>3. Distinguish between unison and harmony. (MU.A.1.3.1)</li> <li>4. Identify and execute dynamics. (MU.D.1.3.3)</li> <li>5. Identify and execute tempo markings. (MU.D.1.3.2)</li> <li>6. Define musical terms and expressions. (MU.D.1.3.3)</li> <li>7. Express the meaning of a text. (MU.A.1.3.2) (MU.D.1.3.3)</li> <li>8. Describe rhythmic characteristics of a variety of styles. (MU.D.1.3.3)</li> <li>9. Describe instrumentation used in a variety of styles. (MU.D.1.3.3)</li> <li>10. Explain cultural and historical context of music examples. (MU.E.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Student can sing and play a simple phrase. (MU.A.3.3.1)</li> <li>B. Student can compare and contrast a variety of listening examples with regard to instrumentation, style, and cultural context. (MU.D.1.3.3)</li> <li>C. Student can identify and perform expressive characteristics in music performed (tempo, dynamics, etc.) (MU.D.1.3.3)</li> </ol>
<p>III Forms and Structures</p>	<ol style="list-style-type: none"> <li>1. Define and identify a variety of musical forms and structures. (MU.D.1.3.1)</li> <li>2. Aurally and visually distinguish between melody and accompaniment, unison and harmony. (MU.D.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Student can identify musical components of a score. (MU.D.1.3.1)</li> <li>B. Student can analyze a listening example with regard to phrase, meter, and a variety of forms and structures. (MU.D.1.3.1)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
IV Technique	<ol style="list-style-type: none"> <li>3. Aurally identify duple and triple meters. (MU.A.3.3.2)</li> <li>4. Aurally recognize syncopation. (MU.A.3.3.2)</li> <li>5. Identify and follow repeat signs and other score directions. (MU.A.3.3.2)</li> <li>6. Identify and classify instruments and voices. (MU.A.2.3.3)</li> <li>7. Aurally identify types of musical ensembles and their components. (MU.A.1.3.3)</li> <li>8. Explain the organization of a vocal score. (MU.A.1.3.3)</li> <li>9. Demonstrate ability to track an individual voice part throughout a vocal score. (MU.A.3.3.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Recognize voice categories. (MU.A.3.3.2)</li> <li>2. Know personal voice category. (MU.A.3.3.2)</li> <li>3. Locate a voice part in a vocal score. (MU.A.3.3.2)</li> <li>4. Demonstrate proper singing and playing posture. (MU.D.2.3.2)</li> <li>5. Demonstrate proper breath control. (MU.A.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. Student can locate their own part and other parts in a vocal score. (MU.A.3.3.2)</li> <li>B. Student can identify parts of classroom instruments and demonstrate procedures for handling them. (MU.A.2.3.1)</li> <li>C. Student can demonstrate appropriate vocal technique when performing literature. (MU.D.2.3.2)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Personal/Social Musical Development</p>	<p>6. Recognize poor intonation. (MU.D.2.3.2)</p> <p>7. Identify parts of the instrument played in class. (MU.D.1.3.2)</p> <p>8. Demonstrate proper hand position, fingering, and embouchure when appropriate. (MU.A.2.3.1)</p> <p>9. Demonstrate respect for instruments through proper instrument care. (MU.A.2.3.1)</p> <p>1. Perform in a musical setting. (MU.A.1.3.3)</p> <p>2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.3.3)</p> <p>3. Demonstrate ensemble musicianship skills. (MU.D.2.3.2)</p> <p>4. Demonstrate proper audience behavior. (MU.D.2.3.2)</p> <p>5. Implement a process or procedure for evaluating music. (MU.D.2.3.1)</p> <p>6. Develop a criteria for evaluating music performance of self and others. (MU.D.2.3.1)</p> <p>7. List and justify musical preferences. (MU.E.2.3.2)</p>	<p>A. Student can successfully perform in an ensemble setting. (MU.A.1.3.3)</p> <p>B. Student can demonstrate proper audience behavior. (MU.D.2.3.2)</p> <p>C. Student can recognize musical value in a variety of genres and justify personal preferences. (MU.E.2.3.2)</p> <p>D. Student can describe how to apply technology to process music. (MU.B.2.3.2)</p> <p>E. Student can locate opportunities for additional musical experiences in the school and community, and make intelligent choices about how they would like to include music in their lives in the immediate and distant future. (MU.E.2.3.2)</p>

# MUSIC EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
	<p>8. Describe applications for processing music using technology (computers, synthesizers and sequencers). (MU.B.2.3.1)</p> <p>9. Locate opportunities for additional musical instruction and experience in the school and community. (MU.E.2.3.4)</p> <p>10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</p> <p>11. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p> <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>	<p>F. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p> <p>G. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</p> <p>H. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p>