

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Read and label pitch and duration notation in the treble and bass clef including ledger lines of the Grand Staff and octave signs above and below the Grand Staff. (MU.A.2.3.1)</li> <li>2. Identify visually and aurally all intervals within one octave (ascending and descending). (MU.A.3.4.2) (MU.D.1.4.1)</li> <li>3. Identify and write the pentatonic scale, the chromatic scale and diatonic scales in C, D, G, F, Bb, Eb and A, and their relative minors. (MU.A.3.4.2) (MU.A.3.4.3)</li> <li>4. Build major or minor triads on specific degrees of the diatonic scale in root position and first and second inversion. (MU.A.3.4.2)</li> <li>5. Label triads with correct Roman numerals and inversion numbers. (MU.A.3.4.2)</li> <li>6. Identify aurally major and minor chord qualities, scales and short melodic patterns. (MU.D.1.4.1)</li> <li>7. Recognize and aurally identify chord progressions using I, IV, V, V7, vi, ii, and iii chords in various keys. (MU.D.1.4.1)</li> <li>8. Identify and notate visually and aurally intricate pitch and rhythmic patterns and simple harmonic progressions. (MU.A.3.4.2)</li> <li>9. Identify and construct key signatures for all major keys. (MU.D.1.4.2)</li> <li>10. Identify whole, half, quarter, eighth, sixteenth and dotted notes and their corresponding rests. (MU.A.3.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can write an eight measure melody using chord tones, and a chord accompaniment with I, IV, V and V7 chords. (MU.B.2.4.1) (MU.B.2.4.2)</li> <li>B. The student can sight sing simple diatonic melodies within one octave using whole, half, quarter, eighth notes and dotted values their corresponding rests. (MU.A.3.4.1)</li> <li>C. The student can transpose simple melodies in 7 major and 7 minor keys. (MU.B.1.4.2)</li> <li>D. The student can identify aurally and in writing simple chord progressions—in literature performed. (MU.A.3.4.3)</li> <li>E. The student can notate 4-part triadic passages on the grand staff utilizing root position, first inversion, and second inversion in the keys of C, F, G, Bb, D major and a, d, e minor in I, IV, V, I(i, iv, V, i) chord progression. (MU.A.3.4.3)</li> </ol>

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II Expressive and Stylistic Characteristics	11. Identify aurally and in writing duple, triple and syncopated rhythms. (MU.D.1.4.1)  12. Identify and describe meter signs in simple compound and mixed meters. (MU.D.1.4.1)  13. List the rules of composition for melodies and chord progressions and simple 4 part writing. (MU.D.1.4.2)  14. Read and follow an assigned part on a musical score. (MU.A.3.3.1)  1. Define common musical terms for tempo, dynamics, articulations, and other music signs. (MU.D.1.3.2)  2. List the musical characteristics and significant composers of all major music periods (historical) and several stylistic genres. (MU.C.1.3.1)  3. Compare uses of pitch, duration, expressive characteristics, and form in the music of five different cultures. (MU.C.1.3.1)	A. The student can analyze and describe (using music vocabulary) aurally presented music literature as to period, style, cultural orientation, and theoretical principles. (MU.C.1.3.1)  B. The student can list major historical eras, significant composers, and delineate musical characteristics of each era. (MU.C.1.3.1)
III Techniques	1. Perform melodies and chords at the keyboard, hands alone and/or together. (MU.A.2.3.1)  2. Perform major and minor one octave scales at the keyboard or other instrument (ascending and descending) hands together. (MU.A.2.3.1)	A. The student can sight read piano pieces that use both hands and include a chordal accompaniment. (MU.A.3.3.1)  B. The student can demonstrate appropriate hand position and finger patterns when playing songs, scales and chord progressions at the keyboard. (MU.A.2.3.1)

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IV Forms and Structures	<ol style="list-style-type: none"> <li>1. Analyze aurally and visually simple forms (e.g. Binary, Ternary, Rondo, etc), theme and variation, etc. (MU.D.1.4.2)</li> <li>2. Describe the major musical forms (e.g. symphony, concerto, suite). (MU.D.1.4.3)</li> <li>3. Write compositions using simple musical structures. (MU.B.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can analyze aurally presented literature as to structures and major forms. (MU.D.1.4.2)</li> <li>B. The student can compose a simple musical piece in theme and variation form. (MU.B.2.3.3)</li> </ol>
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> <li>1. Develop a criteria for evaluating music preference. (MU.D.2.3.1)</li> <li>2. Keep a listening list of music heard with a short description of each selection. (MU.D.1.3.1)</li> <li>3. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>4. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>5. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>6. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can establish a criteria for evaluating music and justify personal musical preferences. (MU.D.2.3.1)</li> <li>B. The student can develop a listening list with accompanying comments representative of a variety of literature in different styles and genres. (MU.D.1.3.1)</li> <li>C. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</li> <li>D. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</li> <li>E. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</li> </ol>