

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Demonstrate aural recognition of rhythmic patterns, including syncopation and sixteenth notes. (MU.A.3.3.3) 2. Write a simple dictated melodic example. (MU.A.3.3.2) 3. Identify intervals in the major and minor scales. (MU.A.3.3.2) 4. Read and write rhythmic patterns, including dotted rhythms, syncopation and sixteenth notes. (MU.A.3.3.2) 5. Aurally identify major and minor scales and chords. (MU.D.1.3.2) 6. Aurally identify diminished and augmented chords. (MU.D.1.3.2) 7. Define and discriminate simple and compound time signatures. (MU.A.3.31) 8. Identify all major and minor key signatures. (MU.A.3.3.2) 9. Read accidentals. (MU.A.3.3.1) 10. Identify discrepancies between printed notation and aural performance. (MU.D.2.3.1) 11. Demonstrate music reading independence. (MU.A.3.3.1) 	<ol style="list-style-type: none"> A. The student can sight sing a simple melody that includes accidentals, syncopation and dotted rhythms. (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 patterns, rhythmic patterns, and intervals in the literature performed. (MU.A.3.3.2) D. The student can write tonal patterns and rhythmic patterns that are played or sung. (MU.A.3.3.2) E. The student can correctly perform high/low literature as a member of a small group or as an individual for purposes of evaluation. (MU.E.2.3.1)

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<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute phrasing appropriate to the music. (MU.A.1.3.2) 2. Identify and execute expressive markings 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) 6. Demonstrate varied dynamic levels for balance. (MU.D.1.3.3) 7. Demonstrate varied vowel shapes for blend. (MU.A.1.3.1) 	<ol style="list-style-type: none"> A. The student can successfully perform a high/low vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.A.3.3.1) B. The student can analyze lyrics with regard to expression. (MU.A.1.3.2) (MU.D.1.3.3) C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.2.3.3)
<p>III Forms and Structures</p>	<ol style="list-style-type: none"> 1. Recognize and describe the voice classifications found in high/low chorus. (MU.A.1.3.1) 2. Explain the organization of a high/low vocal score. (MU.A.1.3.1) 3. Demonstrate ability to track any 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) 	<ol style="list-style-type: none"> 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) B. The student can aurally and visually distinguish between unison and harmony in high/low vocal literature. (MU.A.1.3.1)

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IV Technique	<ul style="list-style-type: none"> 6. Distinguish between unison singing and harmony. (MU.A.1.3.1) 7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.A.1.3.3) 8. Visually analyze and identify potential melodic problems prior to performance. (MU.A.1.3.3) 9. Aurally identify cadences. 1. Respond to the conductor. (MU.A.1.3.3) 2. Sing with proper posture and breath control. (MU.A.1.3.3) 3. Execute vertical vowels. (MU.A.1.3.3) 4. Demonstrate integration of vocal register. (MU.A.1.3.3) 5. Recognize and execute a unified vowel sound in group singing. (MU.A.1.3.3) 6. Identify component vowel sounds in a diphthong and indicate which is stressed. (MU.A.1.3.3) 7. Identify and classify voiced and unvoiced consonants. (MU.A.1.3.3) 8. Classify components of text with regard to proper dictions. (MU.A.1.3.2) 	<ul 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 solo. (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 vocal texts in more than one language to identify component vowel and consonant sounds. (MU.D.2.3.2) D. The student can successfully perform both accompanied and a cappella high/low literature. (MU.A.1.3.1) E. The student can demonstrate basic conducting patterns to conduct a student ensemble. (MU.A.1.3.3)

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<p>9. Sing with a focused tone. (MU.A.1.3.3)</p> <p>10. Correct pitch discrepancies in an ensemble performance. (MU.D.2.3.2)</p> <p>11. Recognize poor intonation and analyze with regard to cause. (MU.D.2.3.2)</p> <p>12. Demonstrate the ability to sing in three and four part harmony, with and without accompaniment. (MU.A.1.3.1)</p> <p>13. Characterize a choral performance with regard to proper vocal technique. (MU.A.1.3.3)</p> <p>14. Identify and demonstrate basic conducting patterns. (MU.A.1.3.3)</p> <p>15. Sing with proper diction in language other than English. (MU.A.2.3.2)</p> <p>1. Participate in music activities. (MU.A.1.3.3)</p> <p>2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.E.1.3.1)</p> <p>3. Explain the importance of punctuality for both rehearsals and performances. (MU.E.2.3.3)</p> <p>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.E.2.3.3)</p>	<p>A. The student can develop a criteria for evaluating musical performances of self and others. (MU.A.1.3.3)</p> <p>B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.A.1.3.3)</p> <p>C. The student can verbally and in writing identify cultural characteristics of a variety of literature. (MU.C.1.3.1)</p>

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	<ol style="list-style-type: none"> 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. <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"> D. The student can justify personal musical preferences. (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)