

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Independently execute rhythmic patterns. (MU.D.1.3.1) 2. Independently execute tonal patterns. (MU.D.1.3.1) 3. Demonstrate aural recognition of harmonic progressions. (MU.A.2.3.3) 4. Visually identify major intervals. (MU.A.2.3.3) 5. Identify notes and corresponding rests including dotted half and dotted notes. (MU.D.1.3.2) 6. Group notes into measures in 2/4, 3/4, 4/4, 6/8 and 3/8, and other meters. (MU.D.1.3.2) 7. Write dictated rhythmic patterns and tonal patterns. (MU.B.2.3.1) 8. Aurally identify duple and triple meters and syncopated rhythms. (MU.A.3.3.1) 9. Identify the names of the lines and spaces of the grand staff. (MU.A.3.3.1) 10. Improvise a harmony part for a familiar song. (MU.B.1.3.1) 11. Compose songs and rhythmic accompaniments. (MU.B.2.3.1) 	<ol style="list-style-type: none"> A. Student can group notes and rests into measures in a variety of time signatures. (MU.D.1.3.2) B. Student can visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts. (MU.A.1.3.3) C. Student can sight-sing simple melodies and rhythms. (MU.A.3.3.1) D. Student can sight-read a song on a classroom instrument. (MU.A.3.3.1)

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<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Compare and contrast a variety of musical styles. (MU.D.1.3.2) 2. Identify and execute a simple phrase at a specified tempo. (MU.A.1.3.2) 3. Demonstrate knowledge of the distinction between unison and harmony through singing. (MU.A.1.3.1) 4. Independently identify and execute dynamics. (MU.D.1.3.3) 5. Independently identify and execute tempo markings. (MU.D.1.3.2) 6. Define all musical terms and expressions found in a specified work. (MU.D.1.3.3) 7. Express the meaning of a text. (MU.A.1.3.2) (MU.D.1.3.3) 8. Describe rhythmic characteristics of a variety of styles. (MU.D.1.3.3) 9. Describe instrumentation used in a variety of styles. (MU.D.1.3.3) 10. Explain cultural and historical context of music examples. (MU.E.1.3.1) 	<ol style="list-style-type: none"> A. Student can apply expressiveness in music performed including dynamics, tempo, articulations, etc. (MU.D.1.3.3) B. Student can compare and contrast a variety of listening examples with regard to instrumentation, style, and cultural context. (MU.D.1.3.3)

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> 1. Define and identify a variety of musical forms and structures. (MU.D.1.3.1) 2. Aurally and visually distinguish between melody and accompaniment, unison and harmony. (MU.D.1.3.1) 3. Aurally identify a variety of meters. (MU.A.3.3.2) 4. Aurally and visually recognize syncopation. (MU.A.3.3.2) 5. Identify and follow repeat signs and first and second endings. (MU.A.3.3.2) 6. Identify and classify instruments of the orchestra and band, and voices found in a middle level choir. (MU.A.2.3.3) 7. Aurally identify types of musical ensembles and their components. (MU.A.1.3.3) 8. Explain the organization of a vocal score for a mixed choir. (MU.A.1.3.3) 9. Demonstrate ability to track an individual voice part throughout a 4-part vocal score. (MU.A.3.3.1) 	<ol style="list-style-type: none"> A. Student can identify musical components of both an instrumental and a vocal score. (MU.D.1.3.1) B. Student can aurally and visually analyze a listening example with regard to phrase, meter, and a variety of forms. (MU.D.1.3.1)

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IV Technique	<ol style="list-style-type: none"> 1. Recognize mixed chorus voice categories. (MU.A.3.3.2) 2. Know personal voice category. (MU.A.3.3.2) 3. Locate any specified voice part in a vocal score. (MU.A.3.3.2) 4. Demonstrate proper singing and playing posture. (MU.D.2.3.2) 5. Demonstrate proper breath control. (MU.A.1.3.3) 6. Recognize poor intonation and analyze the cause. (MU.D.2.3.2) 7. Identify parts of the instrument played in class. (MU.D.1.3.2) 8. Demonstrate proper hand position, fingering, and embouchure when appropriate. (MU.A.2.3.1) 9. Demonstrate respect for instruments through proper instrument care. (MU.A.2.3.1) 	<ol style="list-style-type: none"> A. Student can locate their own part and other parts in a 4-part vocal score. (MU.A.3.3.2) B. Student can identify parts of classroom instruments and demonstrate procedures for handling them. (MU.A.2.3.1) C. Student can demonstrate appropriate vocal technique when performing 3 and 4 part literature. (MU.D.2.3.2)
V Personal/Social Musical Development	<ol style="list-style-type: none"> 1. Perform in a musical setting. (MU.A.1.3.3) 2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.3.3) 3. Demonstrate ensemble musicianship skills. (MU.D.2.3.2) 	<ol style="list-style-type: none"> A. Student can successfully perform in a concert setting. (MU.A.1.3.3) B. Student can demonstrate proper audience behavior. (MU.D.2.3.2)

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	<ol style="list-style-type: none"> 4. Demonstrate proper audience behavior. (MU.D.2.3.2) 5. Demonstrate a predeveloped process or procedure for evaluating music. (MU.D.2.3.1) 6. Demonstrate ability to evaluate a music performance of self and others. 7. List and justify musical preferences. (MU.E.2.3.2) 8. Demonstrate applications for processing music using technology (computers, synthesizers and sequencers). (MU.B.2.3.1) 9. Locate opportunities for additional musical instruction and experience in the school and community. (MU.E.2.3.4) 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"> C. Student can recognize musical value in a variety of genres and justify personal preferences. (MU.E.2.3.2) D. Student can describe how to apply technology to process music. (MU.B.2.3.2) 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) 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)