MUSIC EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	1. Demonstrate aural recognition of rhythmic patterns, including syncopated and dotted rhythms. **(MU.A.3.3.3)** 2. Demonstrate aural recognition of tonal patterns. **(MU.A.3.3.3)** 3. Identify intervals in the major scale. **(MU.A.3.3.2)** 4. Read and write rhythmic patterns, including dotted rhythms and syncopation. **(MU.A.3.3.3)** 5. Read and write tonal patterns. **(MU.A.3.3.2)** 6. Aurally identify major mode and major chords. **(MU.A.3.3.2)** 7. Define and discriminate simple and compound time signatures. **(MU.A.3.3.2)** 8. Identify all major key signatures. **(MU.A.3.3.2)** 9. Read accidentals. **(MU.A.3.3.2)** 10. Identify discrepancies between printed notation and aural performance. **(MU.D.1.3.1)** 11. Demonstrate music reading independence. **(MU.A.3.3.1)**	A. The student can sight sing a melody that includes accidentals, syncopation, dotted rhythms, and sixteenth notes. **(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.3.3.3)** E. The student can correctly perform literature as a member of a small group for purpose of evaluation. **(MU.A.1.3.2)**
II Expressive and Stylistic Characteristics	1. Identify and execute a simple phrase at a specified tempo. **(MU.A.1.3.2)** 2. Identify and execute expressive markings in the literature performed. **(MU.D.1.3.2)** 3. Express the meaning of a text. **(MU.A.1.3.2) (MU.D.1.3.3)**	A. The student can successfully perform a vocal solo in a concert setting. **(MU.A.1.3.3)** B. The student can analyze lyrics with regard to expression. **(MU.A.1.3.2)**

COMPONENT	OBJECTIVES	COMPETENCY
A. The student can analyze a	4. Define musical terms and expressions found in literature performed. **(MU.D.1.3.3)** 5. Demonstrate varied dynamic levels. **(MU.D.1.3.3)** III Forms and Structures 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)** 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)** 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)**	C. The student can produce the expressive characteristics included in the literature performed. **(MU.A.1.3.3)** 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 vocal literature. **(MU.A.1.3.1)**

MUSIC EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
IV Technique	1. Consistently sing with proper posture and breath control. **(MU.A.1.3.3)** 2. Consistently execute vertical vowels. **(MU.A.1.3.3)** 3. Demonstrate appropriate use of vocal registers. **(MU.A.1.3.1)** 4. Recognize and execute pure vowel sounds. **(MU.A.1.3.3)** 5. Identify component vowel sounds in a dipthong and indicate which is stressed. **(MU.A.1.3.3)** 6. Identify and classify voiced and unvoiced consonants. **(MU.A.1.3.1)** 7. Classify components of text with regard to proper diction. **(MU.A.1.3.2)** 8. Sing with a focused tone. **(MU.A.1.3.3)** 9. Consistently sing in tune. **(MU.A.1.3.3)** 10. Recognize poor intonation and analyze with regard to cause. **(MU.D.2.3.2)** 11. Demonstrate the ability to sing harmony, with and without accompaniment. **(MU.A.1.3.1)** 12. Characterize a singing performance with regard to proper vocal technique. **(MU.A.1.3.3)**	A. The student can sing a variety of vocal literature with an acceptable singing tone. **(MU.A.1.3.1)** 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.D.2.3.2)**

Miami-Dade County Public Schools
giving our students the world

COMPONENT	OBJECTIVES	COMPETENCY
V Personal/Social Musical Development	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 momemtum. **(MU.E.2.3.3)** 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. *List factors to be considered in choosing a career in music.* **(MU.E.2.3.1)** 11. *Analyze the discipline, knowledge, and skills required for career preparation in music.* **(MU.E.2.3.3)** 12. *Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.* **(MU.E.2.3.1)** 13. *Prepare a budget for a concert.* **(MU.E.2.3.3)**	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.A.1.3.1)** D. The student can justify personal musical preferences using established criteria. **(MU.C.1.3.1)** E. The student can describe how to apply technology to process music. **(MU.B.2.3.1)** F. *The student can discuss the requirements for a career in music.* **(MU.E.2.3.1)** G. *The student can complete a research project about his/her music career interest.* **(MU.E.2.3.3)** H. *The student can complete a budget for a concert event.* **(MU.E.2.3.3)**