

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <p>I Music Literacy</p> | <ol style="list-style-type: none"> 1. Demonstrate aural recognition of rhythmic patterns, including syncopation (MU.D.1.4.1) 2. Demonstrate aural recognition of tonal patterns. (MU.D.1.4.1) 3. Identify intervals in the major scale. (MU.A.3.4.2) 4. Read and write rhythmic patterns, including dotted rhythms, ties and syncopation. (MU.A.3.4.2)(MU.A.3.4.3) 5. Read and write tonal patterns. (MU.A.3.4.1)(MU.A.3.4.3) 6. Aurally identify all major and minor scale forms and chords. (MUD.1.4.1) 7. Define and discriminate among simple and compound times signatures. (MU.A.3.4.2) 8. Identify all major and relative minor key signatures. (MU.A.3.4.2) 9. Read accidentals. (MU.A.3.4.2) 10. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.2) 11. Aurally identify and define a chromatic scale. (MU.D.1.4.1)(MU.D.1.4.2) 12. Develop music reading independence. (MU.A.3.4.1)(MU.A.3.4.2) | <ol style="list-style-type: none"> A. The student can sight sing a simple melody that includes accidentals, ties, syncopation and dotted rhythms. (MU.A.3.4.1)(MU.A.3.4.2) B. The student can identify relative lengths of notes and rests and group them into measures in a variety of time signatures. (MU.A.3.4.2) C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed. (MU.A.3.4.2) D. The student can write tonal patterns and rhythmic patterns that are played or sung. (MU.A.3.4.3) E. The student can sight read a basic eight measure rhythmic example written in compound meter. (MU.A.3.4.1)(MU.A.3.4.2) F. The student can aurally and visually identify a variety of scale and chord forms. (MU.D.1.4.1)(MU.D.1.4.2) G. The student can correctly perform literature as a member of a small group for purposes of evaluation. (MU.A.1.4.3) |
| <p>II Expressive and Stylistic Characteristics</p> | <ol style="list-style-type: none"> 1. Identify and execute a simple phrase at a specific tempo. (MU.D.1.4.3) 2. Express the meaning of a text. (MU.D.1.4.3) | <ol style="list-style-type: none"> A. The student can successfully perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.D.1.4.3) |

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| <p>III Forms and Structures</p> | <ol style="list-style-type: none"> 3. Identify and execute all musical terms and symbols found in literature performed. (MU.A.3.4.2) (MU.D.1.4.3) 4. Demonstrate varied dynamic levels for balance. (MU.A.1.4.3) 5. Demonstrate varied vowel shapes for blend. (MU.A.1.4.3) 6. Identify stylistic characteristics of various types of high/low literature. (MU.C.1.4.1) <ol style="list-style-type: none"> 1. Recognize and describe voice classifications found in high/low chorus. (MU.A.3.4.2) 2. Explain the organization of a high/low vocal score. (MU.A.3.4.2) 3. Demonstrate ability to track any voice part throughout a vocal score. (MU.A.3.4.1) 4. Identify the principal melodic line as it appears in the voicing of a high/low score. (MU.D.1.4.2) 5. Identify form and organizational structure of the literature performed. (MU.D.1.4.2) 6. Distinguish between unison singing and harmony. (MU.D.1.4.1) 7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.2) 8. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.2) 9. Define and aurally recognize monophonic, homophonic and polyphonic music examples. (MU.C.1.4.1) | <ol style="list-style-type: none"> B. The student can analyze lyrics with regard to expression. (MU.D.1.4.3) C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3) D. The student can analyze high/low literature with regard to style. (MU.C.1.4.1) <ol style="list-style-type: none"> A. The student can analyze a high/low score with regard to organization, voicing, form, and potential performance problems. (MU.D.1.4.2) B. The student can aurally and visually distinguish between unison and harmony in high/low literature. (MU.D.1.4.1) |

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| IV Technique | <ol style="list-style-type: none"> 1. Respond to conducting gestures in an ensemble setting. (MU.A.1.4.3) 2. Consistently sing with proper posture and breath control. (MU.A.1.4.1) 3. Consistently execute vertical vowels. (MU.A.1.4.1) 4. Demonstrate appropriate use of high/low vocal registers. (MU.A.1.4.1) 5. Recognize and execute a unified vowel sound in group singing. (MU.A.1.4.1) 6. Identify component vowel sounds in a diphthong and indicate which is stressed. (MU.A.1.4.1) 7. Identify and classify voiced and unvoiced consonants. (MU.A.1.4.1) 8. Classify components of text with regard to proper diction. (MU.A.1.4.1) 9. Consistently sing with a focused tone. (MU.A.1.4.1) 10. Consistently sing in tune. (MU.A.1.4.1) 11. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1) 12. Demonstrate the ability to sing harmony, with and without accompaniment. (MU.A.1.4.1) 13. Characterize a high/low choral performance with regard to proper vocal technique. (MU.A.1.4.3) | <ol 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.1.4.1) B. The student can evaluate vocal performances of oneself and peers with regard to technical issues. (MU.D.2.4.1) (MU.D.2.4.2) C. The student can analyze a vocal text to identify component vowel and consonant sounds. (MU.A.1.4.1) D. The student can successfully perform both accompanied and a cappella choral literature. (MU.A.1.4.1) |
| V Personal/Social Musical Development And Life Long Learning | <ol style="list-style-type: none"> 1. Participate in music activities. (MU.A.1.4.3) 2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.4.3) (MU.A.2.3.3) | <ol style="list-style-type: none"> A. The student can develop a criteria for evaluating musical performances of self and others. (MU.D.2.4.1) (MU.D.2.4.2) |

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| | <ol style="list-style-type: none"> 3. Explain the importance of punctuality for both rehearsals and performances. (MU.A.1.4.3) 4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.A.2.3.2) (MU.A.2.3.3) 5. Demonstrate performance poise. (MU.A.1.4.3) 6. Demonstrate appropriate audience behavior. (MU.D.2.4.1) 7. Describe the cultural context of literature performed. (MU.C.1.4.1) (MU.C.1.4.3) 8. Develop a criteria for evaluating music preference. (MU.E.2.4.2) 9. Describe applications for processing music using technology (computers, synthesizers, and sequence). (MU.E.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"> B. The student can participate in musical performances, both as a performer and as a member of a audience. (MU.D.2.4.1) C. The student can verbally or in writing identify cultural characteristics of a variety of literature. (MU.C.1.4.1) (MU.C.1.4.3) D. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2) E. The student can describe how to apply technology to process music. (MU.E.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) |