

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Demonstrate aural recognition of rhythmic patterns, including syncopation and sixteenth notes. (MU.D.1.4.1)</li> <li>2. Identify intervals in the major and minor scales. (MU.A.3.4.2)</li> <li>3. read and write rhythmic patterns, including dotted rhythms, triplets, sixteenth notes and syncopation. (MU.A.3.4.1)(MU.A.3.4.2)(MU.A.3.4.3)</li> <li>4. Write a dictated melodic example that includes accidentals. (MU.A.3.4.3)</li> <li>5. Aurally identify major and minor scales and chords. (MU.D.1.4.1)</li> <li>6. Aurally identify diminished, augmented and seventh chords. (MU.D.1.4.1)</li> <li>7. Define and discriminate simple, compound, and mixed time signatures. (MU.A.3.4.2)</li> <li>8. Identify all major and minor key signatures. (MU.A.3.4.2)</li> <li>9. Read accidentals. (MU.A.3.4.2)</li> <li>10. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.2)</li> <li>11. Demonstrate music reading independence. (MU.A.3.4.1)(MU.A.3.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can independently sight sing one vocal part of a medium level ensemble selection while other parts are played or sung. (MU.A.3.4.1)(MU.A.1.4.3)</li> <li>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)</li> <li>C. The student can identify tonal patterns, rhythmic patterns, and melodic and harmonic intervals in the literature performed. (MU.A.3.4.2)</li> <li>D. The student can write tonal patterns and rhythmic patterns that are played or sung. (MU.A.3.4.3)</li> </ol>
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Independently identify and execute phrasing appropriate to a variety of idioms. (MU.D.1.4.3)</li> <li>2. Independently identify and execute expressive markings in a manner that is appropriate to the style of the literature performed. (MU.C.1.4.3)(MU.D.1.4.3)</li> <li>3. Independently identify and execute tempo markings in a manner that is appropriate to the style of the literature performed. (MU.C.1.4.3)(MU.D.1.4.3)</li> <li>4. Express the meaning of a text. (MU.D.1.4.3)</li> <li>5. Define musical terms and expressions found in literature performed. (MU.A.3.4.2)(MU.D.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can technically and stylistically perform an ensemble selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.A.1.4.3)</li> <li>B. The student can stylistically perform literature for an individual evaluation in class. (MU.C.1.4.1)(MU.C.1.4.3)</li> <li>C. The student can independently analyze the lyrics with regard to expression. (MU.D.1.4.3)</li> </ol>

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> <li>6. Adjust varied dynamic levels for balance. (MU.A.1.4.3)</li> <li>7. Adjust vowel shapes for blend. (MU.A.1.4.3)</li> <li>8. Relate music to its historical and cultural context. (MU.A.1.4.2)</li> <li>9. Classify literature based on visual recognition of stylistic elements in score. (MU.C.1.4.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Recognize and describe the voice classifications found in an ensemble. (MU.A.3.4.2)</li> <li>2. Explain the organization of a vocal score. (MU.A.3.4.2)</li> <li>3. Demonstrate ability to track any voice part throughout a vocal score. (MU.D.1.4.1)</li> <li>4. Identify the principal melodic line as it appears in the voicing of a score. (MU.D.1.4.2)</li> <li>5. Identify form and structure of a variety of musical idioms. (MU.D.1.4.2)</li> <li>6. Independently distinguish between contrasting forms and styles of music performed. (MU.C.1.4.1)</li> <li>7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.2)</li> <li>8. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.2)</li> <li>9. Aurally identify cadences. (MU.D.1.4.1)</li> <li>10. Aurally identify chord inversions and suspensions. (MU.D.1.4.1)</li> <li>11. recognize contrasting forms and styles of music. (MU.C.1.4.1)</li> <li>12. relate music to its historical and cultural context. (MU.C.1.4.1)(MU.C.1.4.3)</li> </ol>	<p>D. The student can independently adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3)</p> <p>E. The student can apply knowledge of stylistics, historical and cultural context to performance. (MU.A.1.4.2)</p> <p>A. The student can analyze an ensemble score with regard to phrasing, organization, voicing, form and potential performance problems. (MU.D.1.4.2)</p> <p>B. The student can aurally and visually distinguish between unison and harmony in vocal literature in the context of vocal literature. (MU.D.1.4.1)</p> <p>C. The student can aurally identify suspensions, cadences, and chord inversions. (MU.D.1.4.1)</p>

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IV Technique	<ol style="list-style-type: none"> <li>1. Demonstrate independent singing skills. (MU.A.1.4.1)</li> <li>2. Consistently sing with proper posture and breath control. (MU.A.1.4.1)</li> <li>3. Consistently execute vertical vowels. (MU.A.1.4.1)</li> <li>4. Demonstrate integration of vocal registers. (MU.A.1.4.1)</li> <li>5. Recognize and execute a unified vowel sound in group singing. (MU.A.1.4.3)</li> <li>6. Identify component vowel sounds in a diphthong, and indicate which is stressed. (MU.A.1.4.1)</li> <li>7. Identify and classify voiced and unvoiced consonants. (MU.A.1.4.1)</li> <li>8. Classify components of text with regard to proper diction. (MU.A.1.4.1)</li> <li>9. Sing with a focused tone. (MU.A.1.4.1)</li> <li>10. Recognize and correct pitch discrepancies in ensemble performance. (MU.A.1.4.3)</li> <li>11. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1)</li> <li>12. Demonstrate the ability to sing in four and five part harmony, with and without accompaniment. (MU.A.1.4.1)</li> <li>13. Characterize an ensemble performance with regard to proper vocal technique. (MU.A.1.4.3)</li> <li>14. Distinguish and produce characteristic vocal timbres of a variety of styles. (MU.A.1.4.2)</li> <li>15. Identify and demonstrate basic conducting patterns. (MU.A.1.4.3)</li> <li>16. Sing with proper diction in languages other than English. (MU.A.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate the musical independence necessary for vocal ensemble performance. (MU.A.1.4.3)</li> <li>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)</li> <li>C. The student can analyze vocal texts in more than one language to identify component vowel and consonant sounds. (MU.A.1.4.2)</li> <li>D. The student can successfully perform both accompanied and a cappella ensemble literature in a variety of styles. (MU.A.1.4.1)</li> <li>E. The student can conduct a simple song using basic conducting patterns. (MU.A.1.4.3)</li> </ol>

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> <li>1. Participate in music activities. (MU.A.1.4.3)</li> <li>2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.4.3) (MU.A.2.3.3)</li> <li>3. Explain the importance of punctuality for both rehearsals and performances. (MU.A.1.4.3)</li> <li>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.A.2.3.2) (MU.A.2.3.3)</li> <li>5. Demonstrate performance poise. (MU.A.1.4.3)</li> <li>6. Demonstrate appropriate audience behavior. (MU.D.2.4.1)</li> <li>7. Describe the cultural and stylistic context of literature performed. (MU.C.1.4.1) (MU.C.1.4.3)</li> <li>8. Develop a criteria for evaluating music preference. (MU.E.2.4.2)</li> <li>9. Describe applications for processing music using technology (computers, synthesizers, and sequences). (MU.E.2.3.1)</li> <li>10. Evaluate performances of self and others. (MU.D.2.4.1) (MU.D.2.4.2)</li> <li>11. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>12. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>13. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>14. <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 evaluate musical performances of oneself and others, using appropriate music terminology. (MU.D.2.4.1) (MU.D.2.4.2)</li> <li>B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.E.2.4.1)</li> <li>C. The student can identify cultural and stylistic characteristics of a variety of literature. (MU.C.1.4.1) (MU.C.1.4.3)</li> <li>D. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2)</li> <li>E. The student can describe how to apply technology to process music. (MU.E.2.3.1)</li> <li>F. The student can differentiate between contrasting forms and styles of literature. (MU.C.1.4.1)</li> <li>G. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</li> <li>H. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</li> <li>I. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</li> </ol>