

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Identify all intervals in treble, bass, alto and tenor clefs. (MU.A.3.4.2) 2. Write any given interval in bass and treble clefs. (MU.A.3.4.2) 3. Identify all key signatures in treble, bass, alto and soprano clefs. (MU.A.3.4.2) 4. Write any given key signature in treble and/or bass clefs. (MU.A.3.4.2) 5. Identify meter symbols and signs. (MU.A.3.4.2) 6. Identify and notate major, minor (including harmonic and melodic), and pentatonic scales; identify and notate selected modes. (MU.A.3.4.2) 7. Use rhythmic and meter symbols and notation in music writing. (MU.A.3.4.2) 8. Transpose musical examples into any given major/minor key. (MU.B.2.4.2) 9. Identify, write and label all chords and choral inversions of major/minor keys. (MU.A.3.4.2) 10. Define the ranges and limitations of SATB voices and major orchestral instruments. (MU.B.2.4.2) 11. Define melodic specifications including modulation, arpeggiation, step motion, neighboring tones, anticipation, etc. (MU.A.3.4.2) 12. Apply melodic specifications to given musical examples. (MU.A.3.4.2) 13. Create melodies using specifications. (MU.B.2.4.1) 14. Identify and define the rules for writing two-part counterpoint. (MU.D.1.4.3) 15. Create two-part contrapuntal musical examples. (MU.B.2.4.1) 16. Identify and apply the rules of harmonization to a given melodic line. (MU.A.2.4.4) 	<ol style="list-style-type: none"> A. The student can easily identify any key signature or interval in the bass, treble, alto or tenor clefs. (MU.A.3.4.2) B. The student can easily identify any chord, its inversions and Roman numeral label in the bass or treble clef. (MU.A.3.4.2) C. The student can harmonize a given eight bar melody according to specifications. (MU.B.2.4.1) D. The student can realize a four to six bar figured bass or Roman numeral sequence according to specifications. (MU.B.2.4.1) E. The student can analyze and accurately describe the harmonic/melodic/rhythmic processes presented in a written musical score. (MU.B.2.4.1) F. The student can accurately describe the harmonic/melodic/rhythmic processes of a musical selection presented aurally. (MU.B.2.4.1) G. The student can take one and two-part melodic dictation, four to six bars, in simple and compound meter signatures. (MU.B.2.4.1)

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	<ol style="list-style-type: none"> 17. Create harmonization for a melodic line. (MU.B.2.4.2) 18. Identify and apply the rules for the realization of a figured bass to given musical examples. (MU.A.3.4.2) 19. Realize figured bass and/or Roman numeral sequences by writing four part harmonic examples. (MU.A.3.4.2) 20. Create an eight-bar melodic setting of a portion of poetry according to specifications. (MU.B.2.4.1) 21. Visually analyze pitch organization (melody, harmony, tonality). (MU.D.1.4.2) 22. Analyze rhythmic organization. (MU.D.1.4.2) 23. Analyze texture and form. (MU.D.1.4.2) 24. Notate harmonic dictation. (MU.A.3.4.3) 25. Notate melodic dictation. (MU.A.3.4.3) 26. Recognize error in pitch and rhythm. (MU.D.1.4.1) 27. Aurally recognize musical processes and materials including pitch organization, harmonic organization, scale types, cadences, motivic transformation, instrumentation, texture, etc. (MU.D.1.4.2) 28. Sight-sing four to eight bar melodies in simple and compound meter signatures. (MU.A.3.4.1) 29. Perform simple melodies and chords at the keyboard, hands alone and/or together. (MU.A.2.4.1) 	

MUSIC EDUCATION

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<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Define common musical terms for tempo, dynamics, articulations, and other music signs found in Grade V performance literature. (MU.A.3.4.2) 2. Identify, from written and aural examples, representative compositions from all major periods. (MU.C.1.4.1) 3. Compare uses of pitch, duration, expressive characteristics and form in the music of 7 different cultures. (MU.C.1.4.3) 	<ol style="list-style-type: none"> A. The student can identify, analyze and describe (using music vocabulary) aurally presented music literature as to period, style, cultural orientation, and theoretical principles. (MU.C.1.4.3) B. The student can compare and contrast characteristics from major musical eras. (MU.C.1.4.1)
<p>III Technique</p>	<ol style="list-style-type: none"> 1. Perform major/minor scales (one octave ascending/descending) at the keyboard or other instrument using correct fingering and correct hand position. (MU.A.2.4.1) 2. Recognize and perform on the keyboard five finger patterns in keys of literature performed using correct hand position. (MU.A.2.4.1) 	
<p>IV Forms and Structures</p>	<ol style="list-style-type: none"> 1. Analyze aurally and visually musical forms. (MU.D.1.4.1) 2. Compare and contrast all major and smaller musical forms. (MU.D.1.4.2) 3. Write compositions using musical structures. (MU.B.2.4.1) 	<ol style="list-style-type: none"> A. The student can analyze aurally presented literature as to structure and forms. (MU.D1.4.2) B. The student can compose an original 4 part work depicting contrasting stylistic sections, or arrange an existing work for a selected medium. (MU.B.2.4.1)

MUSIC EDUCATION

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> 1. Develop a criteria for evaluating music performance and preference. (MU.D.2.4.1) (MU.D.2.4.2) (MU.E.2.4.2) 2. Evaluate performances using criteria. (MU.D.2.4.1) (MU.D.2.4.2) 3. Keep a listening list of music heard with a short description of each selection and personal comments. (MU.E.2.4.2) 4. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 5. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 6. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 7. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can evaluate musical performances and justify personal musical preferences (using musical criteria). (MU.D.2.4.1) (MU.D.2.4.2) B. The student can develop a listening list with accompanying comments representative of a variety of literature in different styles and genres. (MU.E.2.4.2) C. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1) D. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) E. <i>The student can complete a budget for a concert event.</i> (MU.e.2.3.3)