

| COMPONENT  | OBJECTIVES   | COMPETENCY   |
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| <p>I Music Literacy</p>                            | <ol style="list-style-type: none"> <li>1. Demonstrate aural recognition of rhythmic patterns, including syncopation, triplets, and sixteenth notes.<br/>(MU.D.1.4.1)</li> <li>2. Write a simple dictated melodic example.<br/>(MU.A.3.4.3)</li> <li>3. Demonstrate aural and visual recognition of perfect, major, and minor intervals.<br/>(MU.D.1.4.1)</li> <li>4. Read and write rhythm patterns including dotted rhythms, syncopation, and sixteenth notes.<br/>(MU.A.3.4.1)(MU.A.3.4.3)</li> <li>5. Aurally identify major and minor scales and chords.<br/>(MU.D.1.4.1)</li> <li>6. Aurally identify diminished and augmented chords.<br/>(MU.D.1.4.1)</li> <li>7. Define and discriminate a simple and compound time signatures.<br/>(MU.A.3.4.2)</li> <li>8. Identify all major and minor key signatures.<br/>(MU.A.3.4.2)</li> <li>9. Identify accidentals and explain their function, i.e., sharp, flat, natural.<br/>(MU.A.3.4.2)</li> <li>10. Identify discrepancies between printed notation and aural performance.<br/>(MU.A.3.4.1)</li> <li>11. Demonstrate music reading independence.<br/>(MU.A.3.4.1)</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can sight sing a simple melody that includes accidentals, syncopation and dotted rhythms.<br/>(MU.A.3.4.1)(MU.A.3.4.2)</li> <li>B. The student can identify relative lengths of notes and rests and group them into measures in a variety of time signatures.<br/>(MU.A.3.4.2)</li> <li>C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed.<br/>(MU.A.3.4.2)</li> <li>D. The student can write tonal patterns and rhythmic patterns that are played or sung.<br/>(MU.A.3.4.3)</li> </ol> |
| <p>II Expressive and Stylistic Characteristics</p> | <ol style="list-style-type: none"> <li>1. Identify and execute phrasing appropriate to the music.<br/>(MU.D.1.4.3)</li> <li>2. Express the meaning of a text.<br/>(MU.D.1.4.3)</li> <li>3. Identify and execute all musical terms and symbols found in literature performed.<br/>(MU.A.3.4.2)</li> <li>4. Demonstrate varied dynamic levels for balance.<br/>(MU.A.1.4.3)(MU.D.1.4.3)</li> </ol>   | <ol style="list-style-type: none"> <li>A. The student can successfully perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics.<br/>(MU.D.1.4.3)</li> <li>B. The student can technically and stylistically perform the literature for an individual evaluation in class.<br/>(MU.A.1.4.1)</li> </ol>  |

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| <p>III Forms and Structures</p> | <ol style="list-style-type: none"> <li>5. Demonstrate varied vowel shape for blend.<br/>(MU.A.1.4.3)</li> <li>6. Identify visually and aurally the characteristics common to various styles of choral literature.<br/>(MU.C.1.4.1)(MU.C.1.4.3)</li> <br/> <li>1. Recognize and describe the voice classifications found in a mixed choir.<br/>(MU.A.3.4.2)</li> <li>2. Explain the organization of a vocal score.<br/>(MU.A.3.4.2)</li> <li>3. Demonstrate ability to track any voice part throughout a vocal score.<br/>(MU.D.1.4.1)</li> <li>4. Identify the principal melodic line as it appears in the voicing of a score.<br/>(MU.D.1.4.2)</li> <li>5. Identify simple musical forms including binary, ternary, rondo, verse and refrain, strophic and through composed.<br/>(MU.D.1.4.2)</li> <li>6. Distinguish between unison singing and harmony.<br/>(MU.D.1.4.1)</li> <li>7. Visually analyze and identify potential rhythmic problems prior to performance.<br/>(MU.D.1.4.2)</li> <li>8. Visually analyze and identify potential melodic problems prior to performance.<br/>(MU.D.1.4.2)</li> <li>9. Aurally identify cadences.<br/>(MU.D.1.4.1)</li> </ol> | <ol style="list-style-type: none"> <li>C. The student can analyze lyrics with regard to expression.<br/>(MU.D.1.4.3)</li> <br/> <li>D. The student can adjust individual dynamic level and modify vowel color for balance and blend.<br/>(MU.A.1.4.3)</li> <br/> <li>A. The student can analyze a vocal score with regard to organization, voicing, style, form, and potential performance problems.<br/>(MU.D.1.4.2)</li> <br/> <li>B. The student can aurally and visually distinguish between unison and harmony in vocal literature.<br/>(MU.D.1.4.1)</li> </ol> |

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| IV Technique | <ol style="list-style-type: none"> <li>1. Respond to the conductor.<br/>(MU.A.1.4.3)</li> <li>2. Sing with proper posture and breath control.<br/>(MU.A.1.4.1)</li> <li>3. Execute vertical vowels.<br/>(MU.A.1.4.1)</li> <li>4. Demonstrate integration of vocal registers.<br/>(MU.A.1.4.1)</li> <li>5. Recognize and execute a unified vowel sound in group singing.<br/>(MU.A.1.4.1)</li> <li>6. Identify component vowel sounds in a diphthong, and indicate which is stressed.<br/>(MU.A.1.4.1)</li> <li>7. Identify and classify voiced and unvoiced consonants.<br/>(MU.A.1.4.1)</li> <li>8. Classify components of text with regard to proper diction.<br/>(MU.A.1.4.1)</li> <li>9. Sing with a focused tone.<br/>(MU.A.1.4.1)</li> <li>10. Correct pitch discrepancies in an ensemble performance.<br/>(MU.A.1.4.3)</li> <li>11. Recognize poor intonation and analyze with regard to cause.<br/>(MU.A.1.4.1)</li> <li>12. Demonstrate the ability to sing in three and four part harmony with and without accompaniment.<br/>(MU.A.1.4.1)</li> <li>13. Characterize a choral performance with regard to proper vocal technique.<br/>(MU.A.1.4.3)</li> <li>14. Identify and demonstrate basic conducting patterns.<br/>(MU.A.1.4.3)</li> <li>15. Sing with proper diction in languages other than English.<br/>(MU.A.1.4.2)</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can sing a vocal line in an acceptable singing tone as a member of a small group or as a solo.<br/>(MU.A.1.4.1)</li> <li>B. The student can evaluate vocal performances of oneself and peers with regard to technical issues.<br/>(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.<br/>(MU.A.1.4.2)</li> <li>D. The student can successfully perform both accompanied and acapella choral literature.<br/>(MU.A.1.4.1)</li> <li>E. The student can demonstrate basic conducting patterns to conduct a student ensemble.<br/>(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.</li> <li>2. Demonstrate behaviors that reflect a positive contribution to a group effort.</li> <li>3. Explain the importance of punctuality for both rehearsals and performances.</li> <li>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum.</li> <li>5. Demonstrate performance poise.</li> <li>6. Demonstrate appropriate audience behavior.</li> <li>7. Describe the cultural context of literature performed.<br/>(MU.C.1.4.1)(MU.C.1.4.3)</li> <li>8. Develop a criteria for evaluating music preference.<br/>(MU.E.2.4.2)</li> <li>9. Describe applications for processing music using technology (computers, synthesizers, and sequence).</li> <li>10. <i>List factors to be considered in choosing a career in music.</i><br/>(MU.E.2.3.1)</li> <li>11. <i>Analyze the discipline, knowledge, an skills required for a career preparation in music.</i><br/>(MU.E.2.3.3)</li> <li>12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i><br/>(MU.E.2.3.1)</li> <li>13. <i>Prepare a budget for a concert.</i><br/>(MU.E.2.3.3)</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can develop a criteria for evaluating musical performances of self and others.<br/>(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.</li> <li>C. The student can verbally or in writing identify cultural characteristics of a variety of literature.<br/>(MU.C.1.4.1)(MU.C.1.4.3)</li> <li>D. The student can verbally or in writing identify cultural characteristics of a variety of literature.<br/>(MU.E.2.4.2)</li> <li>E. The student can describe how to apply technology to process music.</li> <li>F. <i>The students can discuss the requirements for a career in music.</i><br/>(MU.E.2.3.1)</li> <li>G. <i>The student can complete a research project about his/her music career interest.</i><br/>(MU.E.2.3.3)</li> <li>H. <i>The student can complete a budget for a concert event.</i><br/>(MU.E.2.3.3)</li> </ol> |