

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Demonstrate aural recognition of rhythmic patterns, including syncopation, triplets, and sixteenth notes. (MU.D.1.4.1) 2. Write a simple dictated melodic example. (MU.A.3.4.3) 3. Demonstrate aural and visual recognition of perfect, major and minor intervals. (MU.D.1.4.1) 4. Read and write rhythm patterns, including dotted rhythms, syncopation, and sixteenth notes. (MU.A.3.4.1)(MU.A.3.4.2)(MU.A.3.4.3) 5. Aurally identify diminished and augmented chords. (MU.D.1.4.1) 6. Define and discriminate simple and compound time signatures. (MU.A.3.4.2) 7. Identify all major and minor key signatures. (MU.A.3.4.2) 8. Read accidentals. (MU.A.3.4.2) 9. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.2) 10. Demonstrate 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, 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)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute phrasing appropriate to the music. (MU.D.1.4.3) 2. Express the meaning of a text. (MU.D.1.4.3) 3. Identify and execute all musical terms and symbols found in literature performed. (MU.D.1.4.3)(MU.A.3.4.2) 4. Demonstrate varied dynamic levels for balance. (MU.A.1.4.3) 5. Demonstrate varied vowel shapes for blend. (MU.A.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) B. The student can technically and stylistically perform high/low literature for an individual evaluation in class. (MU.A.1.4.1)

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<p>III Forms and Structures</p>	<p>6. Identify visually and aurally the characteristics common to various styles of high/low choral literature. (MU.C.1.4.1)</p> <p>1. Recognize and describe the voice classifications found in a high/low choir. (MU.A.3.4.2)</p> <p>2. Explain the organization of a high/low score. (MU.A.3.4.2)</p> <p>3. Demonstrate ability to track any voice part throughout a high/low vocal score. (MU.A.3.4.1)</p> <p>4. Identify the principal melodic line as it appears in the voicing of a high/low score. (MU.D.1.4.2)</p> <p>5. Identify simple musical forms including binary, ternary, rondo, verse and refrain, strophic and through-composed. (MU.D.1.4.2)</p> <p>6. Distinguish between unison singing and harmony. (MU.D.1.4.1)</p> <p>7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.2)</p> <p>8. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.2)</p> <p>9. Aurally identify cadences. (MU.D.1.4.1)</p>	<p>C. The student can analyze lyrics with regard to expression. (MU.D.1.4.3)</p> <p>D. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3)</p> <p>E. The student can analyze high/low literature with regard to style. (MU.C.1.4.1)</p> <p>A. The student can analyze a vocal score with regard to organization, voicing, style, 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. (MU.D.1.4.1)</p>

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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. Sing with proper posture and breath control. (MU.A.1.4.1) 3. Consistently execute vertical vowels. (MU.A.1.4.1) 4. Demonstrate integration 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. Correct pitch discrepancies in a high/low ensemble performance. (MU.A.1.4.3) 11. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1) 12. Demonstrate the ability to sing in three and four part 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) 14. Identify and demonstrate basic conducting patterns. (MU.A.1.4.3) 15. Sing with proper diction in languages other than English. (MU.A.1.4.2) 	<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 vocal texts in more than one language, to identify component vowel and consonant sounds. (MU.A.1.4.2) D. The student can successfully perform both accompanied and a cappella choral literature. (MU.A.1.4.1) E. The student can demonstrate basic conducting patterns to conduct a student ensemble. (MU.A.1.4.3)

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<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) 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"> 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) B. The student can participate in musical performances, both as a performer as a member of the audience. (MU.D.2.4.1) C. The student can verbally or in writing identify cultural characteristics of a variety of high/low literature. (MU.C.1.4.1) 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)