

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Read and label pitch and duration notation in the treble and bass clef including ledger lines of the Grand Staff and octave signs above and below the Grand Staff. (MU.A.3.4.2) 2. Identify visually and aurally and perform all interval within one octave (ascending and descending). (MU.A.3.4.2) (MU.D.1.4.1) 3. Identify and write the pentatonic scale, the chromatic scale and diatonic scales in C, G, D, F, Bb, and A and their relative minors on the treble and bass clefs. (MU.A.3.4.2) 4. Build major or minor triads on the I, IV, and V degrees of the diatonic scale in root position and first and second inversion. (MU.A.3.4.2) 5. Label triads with correct Roman numerals and inversion numbers. (MU.A.3.4.2) 6. Identify I, IV, V, V7, ii, iii, and vi chords in aural examples of harmonic progressions. MU.D.1.4.1 7. Identify aurally and visually major and minor chords, scales and short melodic patterns. (MU.D.1.4.1) 8. Identify visually and aurally and notate complex pitch and rhythmic patterns and simple harmonic progressions. (MU.A.3.4.3) 9. List the rules of composition for simple melodies, chord progressions and simple 4 part writing. (MU.D.1.4.2) 10. Identify and construct key signatures for all major keys. (MU.A.3.4.2) 11. Identify aurally and in writing duple, triple and syncopated rhythms. (MU.D.1.4.1) (MU.A.3.4.3) 12. Identify and describe meter signs in simple, compound, and mixed meters. (MU.A.3.4.2) 13. Identify whole, half, quarter, eighth, sixteenth and dotted notes, and their corresponding rests. (MU.A.3.4.2) 14. Read and follow an assigned part on a musical score. (MU.A.2.4.1) 	<ol style="list-style-type: none"> A. The student can compose an eight measure melody using chord tones, passing tones, and neighboring tones and a chord accompaniment with I, IV, and V7 chords that adhere to established rules of composition. (MU.B.2.4.1) B. The student can compose and harmonize (chorale style) an eight measure melody or arrange an existing chorale for a selected medium. (MU.B.2.4.1) C. The student can sight sing simple diatonic melodies within one octave using whole, half, quarter, eighth, sixteenth and dotted notes and their corresponding rests. (MU.A.3.4.1) D. The student can transpose simple melodies in 7 major and 7 minor keys. (MU.B.3.4.2) E. The student can identify aurally and in writing chord progressions in literature performed. (MU.A.3.4.3) (MU.D.1.4.2)

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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 II and III performance literature. (MU.A.3.4.2) 2. List the musical characteristics and significant composers of all major music periods(historical) and several stylistic genres. (MU.C.1.4.3) 3. Compare uses of pitch, duration, expressive characteristics, and form in the music of five different cultures. (MU.C.1.4.3) 	<ol style="list-style-type: none"> A. The student can 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 list major historical eras, significant composers, and delineate musical characteristics of each era. (MU.C.1.4.3)
<p>III Techniques</p>	<ol style="list-style-type: none"> 1. Perform melodies and chords at the keyboard, hands alone and together. (MU.A.2.4.1) 2. Perform major and minor one octave scales (ascending and descending) at the keyboard (hands together) or other instrument. (MU.A.2.4.1) 3. Recognize and perform on the keyboard five finger patterns in keys of literature performed. (MU.A.2.4.1) 	<ol style="list-style-type: none"> A. The student can read and perform at the keyboard beginning level piano pieces that use both hands and include a I, IV and V7 choral accompaniment. (MU.A.2.4.1) B. The student can demonstrate appropriate hand positions and fingering patterns when playing songs, scales, and chord progressions on the keyboard. (MU.A.2.4.1)

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IV Forms and Structures	<ol style="list-style-type: none"> 1. Analyze aurally and visually simple forms(e.g. Binary, Ternary, Rondo, theme and variation, etc.). (MU.D.1.4.2) 2. Describe major musical forms (e.g. symphony, concerto, suite). (MU.D.1.4.2) 3. Write compositions using simple musical structures. (MU.B.2.4.1) 	<ol style="list-style-type: none"> A. The student can analyze aurally presented literature as to simple structures and major form. (MU.D.1.4.2) B. The student can compose a simple musical piece in theme and variation forms. (MU.B.2.4.1)
V Personal/Social Musical Development and Lifelong Learning	<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. Keep a listening list of music heard with a short description of each selection and personal comments. (MU.E.2.4.2) 3. <i>List factors to be considered in choosing a career in music.</i> (MU.e.2.3.1) 4. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 5. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 6. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can justify personal musical preferences (using musical criteria). (MU.E.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 students 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)