

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Demonstrate aural recognition of rhythmic patterns, including syncopation and sixteenth notes. (MU.D.1.4.1) 2. Identify intervals in the major and minor scales. (MU.A.3.4.2) 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) 4. Write a dictated melodic example that includes accidentals. (MU.A.3.4.3) 5. Aurally identify major and minor scales and chords. (MU.D.1.4.1) 6. Aurally identify diminished, augmented and seventh chords. (MU.D.1.4.1) 7. Define and discriminate simple, compound, and mixed time signatures. (MU.A.3.4.2) 8. Identify all major and minor key signatures. (MU.A.3.4.2) 9. Read accidentals. (MU.A.3.4.2) 10. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.2) 11. Demonstrate advanced music reading independence. (MU.A.3.4.1)(MU.A.3.4.2) 	<ol style="list-style-type: none"> A. The student can independently sight sing one vocal part of an advanced ensemble selection while other parts are played or sung. (MU.A.1.4.3)(MU.A.3.4.1) 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 melodic and harmonic 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. Independently identify and execute phrasing appropriate to a variety of idioms. (MU.D.1.4.3) 2. Independently identify and execute all indicate 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) 3. Independently identify and execute all indicated 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) 	<ol style="list-style-type: none"> A. The student can technically and stylistically perform ensemble selection in a variety of style in a concert setting. (MU.A.1.4.2)(MU.A.1.4.3) B. The student can stylistically perform a variety of literature for an individual evaluation in class. (MU.A.1.4.2)

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

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IV Technique	<p>10. Aurally identify chord inversions and suspensions. (MU.D.1.4.1)</p> <p>11. Recognize contrasting forms and styles of music. (MU.C.1.4.1)</p> <p>12. Relate music to its historical and cultural context. (MU.C.1.4.1)(MU.C.1.4.3)</p> <p>1. Demonstrate independent singing skills. (MU.A.1.4.1)</p> <p>2. Consistently sing with proper posture and breath control. (MU.A.1.4.1)</p> <p>3. Consistently execute vertical vowels. (MU.A.1.4.1)</p> <p>4. Demonstrate integration of vocal registers. (MU.A.1.4.1)</p> <p>5. Consistently execute a unified vowel sound in group singing. (MU.A.1.4.3)</p> <p>6. Identify component vowel sounds in a diphthong, and indicate which is stressed. (MU.A.1.4.1)</p> <p>7. Identify and classify voiced and unvoiced consonants. (MU.A.1.4.1)</p> <p>8. Classify components of text with regard to proper diction. (MU.A.1.4.1)</p> <p>9. Consistently sing with a focused tone. (MU.A.1.4.1)</p> <p>10. Recognize and correct pitch discrepancies in ensemble performance. (MU.A.1.4.3)</p> <p>11. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1)</p> <p>12. Demonstrate the ability to sing in four and five part harmony, with and without accompaniment. (MU.A.1.4.1)</p> <p>13. Characterize an ensemble performance with regard to proper vocal technique. (MU.A.1.4.3)</p>	<p>A. The student can demonstrate the musical independence necessary for vocal ensemble performance. (MU.A.1.4.1)</p> <p>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)</p> <p>C. The student can analyze vocal text in more than one language to identify component vowel and consonant sounds. (MU.A.1.4.2)</p> <p>D. The student can successfully perform both accompanied and a cappella ensemble literature in a variety of styles. (MU.A.1.4.2)</p> <p>E. The student can conduct a simple song using conducting patterns. (MU.A.1.4.3)</p>

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<p>V Personal/Social Musical Development</p>	<p>14. Distinguish and produce characteristic vocal timbres of a variety of styles. (MU.A.1.4.2)</p> <p>15. Identify and demonstrate conducting patterns. (MU.A.1.4.3)</p> <p>16. Sing with proper diction in language other than English. (MU.A.1.4.2)</p> <p>1. Participate in music activities. (MU.A.1.4.3)</p> <p>2. Demonstrate behavior that reflect a positive contribution to a group effort. (MU.A.1.4.3) (MU.A.2.3.3)</p> <p>3. Explain the importance of punctuality for both rehearsals and performances. (MU.A.1.4.3)</p> <p>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.A.2.3.2) (MU.A.2.3.3)</p> <p>5. Demonstrate performance poise. (MU.A.1.4.3)</p> <p>6. Demonstrate appropriate audience behavior. (MU.D.2.4.1)</p> <p>7. Describe the cultural and stylistic context of literature performed. (MU.C.1.4.1) (MU.C.1.4.3)</p> <p>8. Develop a criteria for evaluating music preferences. (MU.E.2.4.2)</p> <p>9. Describe applications for processing music using technology (computers, synthesizers, and sequence). (MU.E.2.3.1)</p> <p>10. Evaluate performances of self and others. (MU.D.2.4.1) (MU.D.2.4.2)</p> <p>11. List factors to be considered in choosing a career in music. (MU.E.2.3.1)</p>	<p>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)</p> <p>B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.E.2.4.1)</p> <p>C. The student can verbally or in writing identify cultural and stylistic characteristics of a variety of literature. (MU.C.1.4.1) (MU.C.1.4.3)</p> <p>D. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2)</p> <p>E. The student can describe how to apply technology to process music. (MU.E.2.3.1)</p> <p>F. The student can differentiate between contrasting forms and styles of literature. (MU.C.1.4.1)</p>

MUSIC EDUCATION

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	<p>12. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p> <p>13. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>14. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	<p>G. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p> <p>H. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</p> <p>I. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p>