

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) 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 and augmented 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. Identify accidentals and explain their function, i.e., sharp, flat, natural. (MU.A.3.4.2) 10. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.1)(MU.D.1.4.2) 11. 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 melody that includes accidentals, triplets, syncopation and dotted rhythms. (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 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) E. The student can correctly perform literature for an individual evaluation in class. (MU.A.3.4.1)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute phrasing appropriate to a variety of styles. (MU.D.1.4.3) 2. Identify and execute expressive markings in a manner that is appropriate to the style of the literature performed. (MU.D.1.4.3)(MU.C.1.4.3) 3. Identify and execute 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) 4. Express the meaning of a text. (MU.D.1.4.3) 	<ol style="list-style-type: none"> A. The student can technically and stylistically perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.D.1.4.3) B. The student can analyze the lyrics with regard to expression. (MU.D.1.4.3)

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<p>III Forms and Structure</p>	<ol style="list-style-type: none"> 5. Define musical terms and expressions found in literature performed. (MU.D.1.4.3) 6. Demonstrate 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.C.1.4.1)(MU.C.1.4.3) 9. Classify literature based on visual recognition of stylistic elements in score. (MU.C.1.4.1) <ol style="list-style-type: none"> 1. Recognize and describe the voice classifications found in a mixed choir. (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.A.3.4.1) 4. Identify the principal melodic line as it appears in the voicing of a score. (MU.D.1.4.2) 5. Identify form and organizational structure of the literature performed. (MU.D.1.4.2) 6. Distinguish between contrasting forms and styles. (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) 10. Aurally identify chord inversions and suspensions. (MU.D.1.4.1) 	<ol style="list-style-type: none"> C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3) D. The student can apply knowledge of historical and cultural context to performance. (MU.C.1.4.1)(MU.C.1.4.3) <ol style="list-style-type: none"> A. The student can analyze a vocal score 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 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	<ol style="list-style-type: none"> 1. Consistently respond to the conductor. (MU.A.1.4.3) 2. Consistently 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 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. Sing with a focused tone. (MU.A.1.4.1) 10. Recognize and correct pitch discrepancies in 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 choral performance with regard to proper vocal technique. (MU.A.1.4.3) 14. Distinguish and produce characteristic vocal timbres of a variety of choral styles. (MU.A.1.4.2) 15. Identify and demonstrate basic conducting patterns. (MU.A.1.4.3) 16. Sing with proper diction in a language other than English. (MU.A.1.4.2) 	<ol style="list-style-type: none"> A. The student can independently sing a selection using appropriate vocal technique. (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 conduct a simple song using basic conducting patterns. (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. 2. Demonstrate behaviors that reflect a positive contribution to a group effort. 3. Explain the importance of punctuality for both rehearsals and performances. 4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. 5. Demonstrate performance poise. 6. Demonstrate appropriate audience behavior. 7. Describe the cultural and stylistic 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). 10. Recognize contrasting forms and styles of music. (MU.C.1.4.1) 11. Relate music to its historical and cultural context. (MU.C.1.4.1)(MU.C.1.4.3) 12. Evaluate performances of self and others. (MU.D.2.4.1)(MU.D.2.4.2) 13. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 14. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 15. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 16. <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 of oneself and others, using appropriate music terminology. (MU.D.2.4.1)(MU.D.2.4.2) B. The student can participate in musical performances, both as a performer and as a member of the audience. 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) 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. F. The student can differentiate between contrasting forms and styles of literature. (MU.C.1.4.1) G. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) H. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) I. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)