

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 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. Read accidentals. (MU.A.3.4.2) 10. Identify discrepancies between printed notation and aural performance. (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.3.4.1)(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 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)(MU.A.3.4.2)
<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.C.1.4.1)(MUD.1.4.3) 2. Identify and execute expressive markings in a manner that is appropriate to the style of the literature performed. (MUC.1.4.1)(MU.D.1.4.3) 3. Identify and execute tempo markings in a manner that is appropriate to the style of the literature performed. (MU.C.1.4.1)(MUD.1.4.3) 4. Express the meaning of a text. (MU.D.1.4.3) 5. Define musical terms and expressions found in literature performed. (MU.A.3.4.2)(MU.D.1.4.3) 6. Demonstrate varied dynamic levels for balance. (MU.A.1.4.3) 	<ol style="list-style-type: none"> A. The student can technical and stylistically perform a high/low vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.A.1.4.1)(MUC.1.4.1)(MU.D.1.4.3) B. The student can analyze lyrics with regard to expression. (MU.D.1.4.3) C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3)

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> 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 high/low literature based on visual recognition of stylistic elements in score. (MU.C.1.4.1) 10. Identify style characteristics of various types of high/low literature. (MU.C.1.4.1) 11. Describe the cultural and stylistic context of literature performed or listened to. (MU.C.1.4.1)(MU.C.1.4.3) <ol style="list-style-type: none"> 1. Recognize and describe the voice classifications found in a high/low choir. (MU.A.3.4.2) 2. Explain the organization of a high/low vocal score. (MU.A.3.4.2) 3. Demonstrate ability to track a voice part throughout a high/low vocal score. (MU.D.1.4.2) 4. Identify the principal melodic line as it appears in the voicing of a high/low score. (MU.D.1.4.2) 5. Identify form and organizational structure of the literature performed. (MU.C.1.4.1) 6. 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) 10. Aurally identify chord inversions and suspensions. (MU.D.1.4.1) 	<ol style="list-style-type: none"> D. The student can apply knowledge of historical and cultural context to performance. (MU.C.1.4.1)(MU.C.1.4.3) E. The student can analyze high/low literature with regard to style. (MU.D.1.4.2)(MU.C.1.4.1) F. The student can verbally and in writing identify culture and stylistic characteristics of a variety of literature. (MU.C.1.4.1)(MU.C.1.4.3) <ol style="list-style-type: none"> A. The student can analyze a high/low 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 high/low vocal literature. (MU.D.1.4.1) C. The student can aurally identify suspensions, cadences and chord inversions. (MU.D.1.4.1) D. The student can differentiate between contrasting forms and styles of literature. (MU.C.1.4.1)

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<p>IV Technique</p>	<p>11. Recognize contrasting forms and styles of music. (MU.C.1.4.1)</p> <p>1. Consistently respond to conducting gestures in an ensemble setting. (MU.A.1.4.3)</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 high/low vocal registers. (MU.A.1.4.1)</p> <p>5. Recognize and execute a unified vowel sound in high/low group singing. (MU.A.1.4.1)</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. Sing with a focused tone. (MU.A.1.4.1)</p> <p>10. Recognize and correct pitch discrepancies in a high/low 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 three and four part harmony with and without accompaniment. (MU.A.1.4.1)</p> <p>13. Characterize a high/low choral performance with regard to proper vocal technique. (MU.A.1.4.3)</p> <p>14. Distinguish and produce characteristic vocal timbres of a variety of high/low choral styles. (MU.A.1.4.2)</p>	<p>A. The student can independently sing a high/low selection using appropriate vocal techniques. (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 texts in more than one language to identify vowel and consonant sounds. (MU.A.1.4.2)</p> <p>D. The student can successfully perform both accompanied and a cappella choral literature. (MU.A.1.4.1)</p> <p>E. The student can conduct a simple song using basic conducting patterns. (MU.A.1.4.3)</p> <p>F. The student can consistently apply appropriate choral performance techniques to various styles of high/low range choral literature. (MU.A.1.4.2)</p>

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<p>15. Identify and demonstrate basic conducting patterns. (MU.A.1.4.3)</p> <p>16. Sing with proper diction in languages other than English. (MU.A.1.4.2)</p> <p>1. Participate in music activities. (MU.A.1.4.3)</p> <p>2. Demonstrate behaviors 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. Develop a criteria for evaluating music preference. (MU.E.2.4.2)</p> <p>8. Describe applications for processing music using technology (computers, synthesizers, and sequences). (MU.E.2.3.1)</p> <p>9. Evaluate performances of self and others. (MU.D.2.4.1) (MU.D.2.4.2)</p> <p>10. List factors to be considered in choosing a career in music. (MU.E.2.3.1)</p> <p>11. Analyze the discipline, knowledge, and skills required for career preparation in music. (MU.E.2.3.3)</p> <p>12. Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts. (MU.E.2.3.1)</p> <p>13. Prepare a budget for a concert. (MU.E.2.3.3)</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.D.2.4.1)</p> <p>C. The student can justify personal musical preferences. (MU.E.2.4.2)</p> <p>D. The student can describe how to apply technology to process music. (MU.E.2.3.1)</p> <p>E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p> <p>F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</p> <p>G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p>