

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Demonstrate aural recognition of rhythmic patterns. (MU.A.3.4.2)</li> <li>2. Demonstrate aural recognition of tonal patterns. (MU.A.3.4.2)</li> <li>3. Distinguish between steps and skips. (MU.A.3.4.2)</li> <li>4. Read rhythmic patterns. (MU.A.3.4.1)</li> <li>5. Read tonal patterns. (MU.A.3.4.1)</li> <li>6. Define time signatures. (MU.A.3.4.2)</li> <li>7. Define tone and rest values. (MU.A.3.4.2)</li> <li>8. Distinguish between duple and triple meters. (MU.A.3.4.2)</li> <li>9. Identify the names of the lines and spaces of the grand staff. (MU.A.3.4.2)</li> <li>10. Identify key signatures of the literature performed. (MU.A.3.4.2)</li> <li>11. Develop music reading independence. (MU.A.3.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can sight sing a simple melody. (MU.A.3.4.1)</li> <li>B. The student can identify relative lengths of notes and rests and group them into measures in variety of time signatures. (MU.A.3.4.1)</li> <li>C. The student can identify tonal and rhythmic patterns in the literature performed. (MU.A.3.4.1) (MU.D.3.4.1)</li> <li>D. The student can correctly perform literature as a member of a small group for purposes of evaluation. (MU.A.1.4.3)</li> </ol>
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Identify and execute a simple phrase. (MU.D.1.4.3)</li> <li>2. Identify and execute dynamics in the literature performed. (MU.D.1.4.3)</li> <li>3. Identify and execute tempo markings in the literature performed. (MU.D.1.4.3)</li> <li>4. Express the meaning of a text. (MU.D.1.4.3)</li> <li>5. Define musical terms and expressions found in literature performed. (MU.D.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>B. The student can analyze lyrics with regard to expression. (MU.D.1.4.3)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
III Forms and Structures	<ol style="list-style-type: none"> <li>1. Recognize and describe the voice classifications found in a mixed choir. (MU.A.3.4.2)</li> <li>2. Explain the organization of a vocal score. (MU.A.3.4.2)</li> <li>3. Demonstrate ability to track an individual voice part throughout a vocal score. (MU.D.1.4.2)</li> <li>4. Identify the principal melodic line as it appears in the voicing of a score. (MU.D.1.4.2)</li> <li>5. Identify form and organizational structure of the literature performed. (MU.D.1.4.2)</li> <li>6. Distinguish between unison singing and harmony. (MU.D.1.4.1)</li> <li>7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.1)(MU.D.1.4.2)</li> <li>8. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.1)(MU.D.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can analyze a vocal score with regard to organization, voicing, form, and potential performance problems. (MU.D.1.4.2)</li> <li>B. The student can aurally and visually distinguish between unison and harmony in vocal literature. (MU.D.1.4.1)</li> </ol>
IV Technique	<ol style="list-style-type: none"> <li>1. Respond to conducting gestures in an ensemble setting. (MU.A.1.4.3)</li> <li>2. Demonstrate proper singing posture. (MU.A.1.4.1)</li> <li>3. Demonstrate proper breath control. (MU.A.1.4.1)</li> <li>4. Demonstrate a relaxed jaw and open throat. (MU.A.1.4.1)</li> <li>5. Execute vertical vowels. (MU.A.1.4.1)</li> <li>6. Demonstrate appropriate use of head voice. (MU.A.1.4.1)</li> <li>7. Match pitch. (MU.A.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>C. The student can analyze a vocal text to identify component vowel and consonant sounds. (MU.A.1.4.2)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> <li>8. Recognize and execute a unified vowel sound in group singing. (MU.A.1.4.1)</li> <li>9. Classify components of text with regard to proper diction. (MU.A.1.4.1)</li> <li>10. Sing with a focused tone. (MU.A.1.4.1)</li> <li>11. Consistently sing in tune. (MU.A.1.4.1)</li> <li>12. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1)</li> <li>13. Characterize a choral performance with regard to proper vocal technique. (MU.A.1.4.3)</li> <li>14. Sing in harmony. (MU.A.1.4.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Participate in music activities.</li> <li>2. Demonstrate behaviors that reflect a positive contribution to a group effort.</li> <li>3. Explain the importance of punctuality for both rehearsals and performances.</li> <li>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum.</li> <li>5. Demonstrate performance poise.</li> <li>6. Demonstrate appropriate audience.</li> <li>7. Describe the cultural context of literature performed. (MU.C.1.4.1)(MU.C.1.4.3)</li> <li>8. Develop a criteria for evaluating music preference. (MU.E.2.4.2)</li> <li>9. Describe music using technology. (computers, synthesizers, and sequence).</li> <li>10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>11. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can develop a criteria for evaluating musical performances of self and others. (MU.E.2.4.2)</li> <li>B. The student can participate in musical performances, both as a performer and as a member of the audience.</li> <li>C. The student can verbally or in writing identify cultural characteristics of a variety of literature. (MU.C.1.4.1)(MU.C1.4.3)</li> <li>D. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2)</li> <li>E. The student can describe how to apply technology to process music.</li> </ol>

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