

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Demonstrate aural recognition of rhythmic patterns, including syncopation, triplets, and sixteenth notes. (MU.D.1.4.1) 2. Write a simple dictated melodic example. (MU.A.3.4.3) 3. Demonstrate aural and visual recognition of perfect, major, and minor intervals. (MU.D.1.4.1) 4. Read and write rhythm patterns, including dotted rhythms, syncopation, and sixteenth notes. (MU.A.3.4.1)(MU.A.3.4.2)(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 simply and compound 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 independently sight sing one vocal part of a simple ensemble selection while other parts are played or sung. (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 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. Identify and execute phrasing appropriate to the music. (MU.D.1.4.3) 2. Express the meaning of a text. (MU.D.1.4.3) 3. Identify and execute all musical terms and symbols found in literature performed. (MU.A.3.4.2) 4. Demonstrate varied dynamic levels for balance. (MU.A.1.4.3)(MU.D.1.4.3) 	<ol style="list-style-type: none"> A. The student can successfully perform an ensemble selection in a concert setting with attention to expression. (MU.A.1.4.3) B. The student can technically and stylistically perform the literature for an individual evaluation in class. (MU.A.1.4.1)(MU.C.1.4.3)

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> 5. Demonstrate varied vowel shapes for blend. (MU.A.1.4.3) 6. Identify visually and aurally the characteristics common to various styles of ensemble literature. (MU.A.1.4.3) 7. Identify and interpret rhythmic figures in a variety of idioms. (MU.A.3.4.2) <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 simple musical forms including binary, ternary, rondo, verse, and refrain, strophic and through-composed. (MU.D.1.4.2) 6. Distinguish between unison singing and harmony. (MU.D.1.4.1) 7. Visually analyze 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 analyze 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 sing ensemble literature of various styles and idioms in an appropriate style. (MU.A.1.4.2) (MU.A.1.4.3) <ol style="list-style-type: none"> A. The student can analyze an ensemble score with regard to organization, voicing, style, form, and potential performer problems. (MU.D.1.4.2) B. The student can aurally and visually distinguish between unison and harmony in ensemble literature. (MU.D.1.4.1)

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IV Techniques	<ol style="list-style-type: none"> 1. Demonstrate independent singing skills. (MU.A.1.4.1) 2. Sing with proper posture and breath control. (MU.A.1.4.1) 3. 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.1.4.3) 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 consonant. (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. Correct pitch discrepancies in an 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 four and five part harmony, with and without accompaniment. (MU.A.1.4.1) 13. Characterize an ensemble performance with regard to proper vocal technique. (MU.A.1.4.3) 14. Identify and demonstrate basic conducting patterns. (MU.A.1.4.3) 15. Sing with proper diction in language other than English. (MU.A.1.4.2) 	<ol style="list-style-type: none"> A. The student can independently sing an assigned part. (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 ensemble literature in a variety of styles. (MU.A.1.4.2) E. The student can demonstrate basic conducting patterns to conduct student ensembles. (MU.A.1.4.3)

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> 1. Participate in music activities. (MU.A.1.4.3) 2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.4.3) (MU.A.2.3.3) 3. Explain the importance of punctuality for both rehearsals and performances. (MU.A.1.4.3) 4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.A.2.3.2) (MU.A.2.3.3) 5. Demonstrate performance poise. (MU.A.1.4.3) 6. Demonstrate appropriate audience behavior. (MU.D.2.4.1) 7. Describe the cultural context of literature performed. (MU.C.1.4.1) 8. Develop a criteria for evaluating music preference. (MU.E.2.4.2) 9. Describe music using technology (computers, synthesizers, and sequences). (MU.E.2.3.1) 10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 11. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 13. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can develop a criteria for evaluating musical performances of self and others. (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. (MU.D.2.4.1) C. The student can verbally or in writing identify cultural characteristics of a variety of literature. (MU.C.1.4.1) (MU.C.1.4.3) D. The student can describe how to apply technology to process music. (MU.E.2.3.1) E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)