

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> <li>1. Sing a variety of unison songs learned by rote from memory (accompanied and unaccompanied) which include folk, children's songs and singing games representing a variety of styles and cultures. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>2. Verbally identify aurally presented basic rhythmic concepts of steady beat, long sounds and short sounds. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>3. Verbally identify aurally presented basic melodic concepts of moving up/down, repeated, high and low. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>4. Repeat (echo) dictated rhythmic patterns on rhythm instruments or using body sounds. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>5. Repeat (echo) dictated rhythmic patterns vocally (supported by body movements) or on pitched instruments. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>6. Make up and improvise rhythmic and melodic patterns using the voice, instruments and/or body sounds/movements. (MU.B.1.1.2)(MU.B.2.1.1)</li> <li>7. Musically respond to rhythmic and melodic icons. (MU.A.3.1.1)(MU.A.3.1.2)</li> <li>8. Associate aurally presented passages with rhythmic and melodic icons. (MU.A.3.1.1)(MU.A.3.1.2)</li> <li>9. Make up/draw rhythmic and melodic icons. (MU.A.3.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can sing from memory a repertoire of children's songs representing a variety of styles and cultures. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>B. The student can identify fundamental discriminations of steady beat, rhythm and melody given aural presentation. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1)</li> <li>C. The student can produce short rhythmic and melodic patterns learned by ear or through iconic (graphic) representing by singing, playing on instruments or body sounds/movements. (MU.A.3.1.1) (MU.A.3.1.2) (MU.A.3.1.3)(MU.B.1.1.2) (MU.B.2.1.1)</li> </ol>
II Technique	<ol style="list-style-type: none"> <li>1. Continue to develop the singing voice using a variety of vocal sounds. (MU.A.1.1.1)</li> <li>2. Identify and demonstrate the speaking and singing voice. (MU.A.1.1.1)</li> <li>3. Produce quality sound production on rhythm and melody instruments by using appropriate hand placement and movement. (MU.A.2.1.1)(MU.A.2.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can accurately sing from memory, a repertoire of unison songs learned by rote, using head voice and characteristic tone quality in classroom and performance activities. (MU.A.1.1.1)(MU.A.1.1.2)</li> </ol>

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<p>III Expressive and Stylistic Characteristics</p>	<p>4. Handle and manage music instruments in an appropriate manner before, during, and after performing. (MU.A.2.1.1)(MU.A.2.1.2)</p> <p>1. Compare and contrast expressive characteristics verbally and in performance such as loud/soft, fast/slow or smooth/detached. (MU.A.1.1.31)(MU.D.1.1.1)</p> <p>2. Demonstrate with body movement expressive characteristics loud/soft, fast/slow, smooth/detached of music performed or heard. (MU.D.1.1.1)</p> <p>3. Distinguished among solo, small ensemble and large ensemble performances (vocal and Instrumental). (MU.D.1.1.2)</p> <p>4. Distinguish difference in tone color of various classroom instruments. (MU.D.1.1.2)</p> <p>5. Experiment with and demonstrate a variety of ways to produce musical sounds using classroom instruments, body sounds and environmental object to accompany and express the music performed. (MU.A.2.1.2)</p> <p>6. Create musical improvisation to accompany stories and poems using the voice, instruments and/or body sounds. (MU.B.1.1.2)</p>	<p>B. The student can play music instruments using appropriate technique and care in classroom and performance activities. (MU.A.2.1.1)(MU.A.2.1.2)</p> <p>A. The student can adjust his/her performance of musical pieces to reflect expressive ideas in literature performed. (MU.A.1.1.3) (MU.D.1.1.1)</p> <p>B. The student can distinguish between instrumental and vocal performances given aural presentation. (MU.D.1.1.2)</p> <p>C. The student can select instruments to accompany musical selections that are consistent with expressive characteristics of music being performed. (MU.A.2.1.2) (MU.B.1.1.2)</p>
<p>IV Music Structures: Form and Harmony</p>	<p>1. Identify an aurally presented phrase as having a beginning and ending. (MU.D.1.1.1)</p> <p>2. Perform a musical phrase as something that begins, continues and ends. (MU.D.1.1.1)</p> <p>3. Recognize a phrase as a musical idea. (MU.D.1.1.1)</p> <p>4. Identify phrases as same or different. (MU.D.1.1.1)</p>	<p>A. The student can distinguish musical phrases as same or different through body movement, verbal response and in musical performance. (MU.D.1.1.1)</p>

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<p>V Personal and Social Musical Development and Life Long Musical Learning</p>	<ol style="list-style-type: none"> <li>1. Participate in music class activities through singing, playing instruments, listening, moving and responding verbally. (MU.A.1.1.1) (MU.A.1.1.2)(MU.A.1.1.3) (MU.A.2.1.1)</li> <li>2. Listen to and look at performers as a member of an audience. (MU.A.2.1.2)</li> <li>3. Show appreciation for arts performances through appropriate behaviors such as applause. (MU.E.2.1.2)</li> <li>4. Enter and exit the performing area in an orderly manner. (MU.E.2.1.2)</li> <li>5. Recognize the role of a member of an audience. (MU.E.2.1.2)</li> <li>6. <i>Understand how concepts between art forms are related.</i> (MU.E.1.1.1)</li> <li>7. <i>Understand how music is related to other subjects.</i> (MU.E.1.1.1)</li> <li>8. <i>Identify careers in music.</i> (MU.E.2.1.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can participate in all school music activities as a performer, listener and member of an audience. (MU.A.1.1.1) (MU.A.1.1.2) (MU.A.1.1.3) (MU.A.2.1.1)</li> <li>B. The student can demonstrate appropriate audience behaviors when attending concerts or other arts performances at school and in the community. (MU.E.2.1.2)</li> <li>C. <i>The student can identify and define various careers in music (Composer, Performer, Conductor, Sound Technician, Teacher.</i> (MU.E.2.1.4)</li> </ol>