

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Discriminate between aurally presented melodic rhythm and steady beat.</li> <li>2. Echo rhythmic patterns that include sounds equal to, shorter than longer, than the beat.</li> <li>3. Describe and play from memory simple rhythmic patterns, given verbal direction or aural presentation.</li> <li>4. Calculate the equivalent lengths of different kinds of notes as they relate to tied notes (MU.E.1.1.1)</li> <li>5. Read rhythmic notation using a duration (length of each note) language. (MU.A.3.1.1)</li> <li>6. Read and play rhythmic notation (quarter, half, whole, eighth and tied notes and quarter rests) on percussion/rhythm instruments. (MU.A.3.1.1)</li> <li>7. Sight read and play rhythmic notation (quarter, half, whole, eighth and tied notes and quarter rests) on percussion/rhythm instruments. (MU.A.3.1.1)</li> <li>8. Read and follow an assigned part on a music score (MU.A.3.1.1)</li> <li>9. Sing by rote, songs containing vocal pitches (do, re, mi, fa, sol) and intervals (step, skip, repeat and return to “do”) using a movable do language. (MU.A.1.1.1)</li> <li>10. Demonstrate hand signs for aurally presented vocal pitch patterns. (MU.A.3.1.2)</li> <li>11. Sing songs and vocal pitch patterns by reading a leader’s hand signs. (MU.A.3.1.2)</li> <li>12. Describe and sing from memory vocal pitch patterns, given verbal direction or aural presentation, using hand signs and movable do language. (MU.A.3.1.2)</li> <li>13. Describe aurally and visually presented rhythmic patterns as: same/ different, repeated, and in terms of grouping of patterns. (MU.D.1.1.1)</li> <li>14. Identify visually presented quarter, half, whole, eighth, and tied notes and quarter rests by name. (MU.D.1.1.3)</li> <li>15. Identify aurally presented songs and listening repertoire by title. (MU.D.1.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can read and perform rhythmic notation (using whole, half, quarter, eighth and tied notes and quarter rests) on a percussion/rhythm instrument. (MU.A.2.1.1)(MU.A.3.1.1) (MU.A.3.1.2)(MU.A.3.1.3) (MU.E.1.1.1)</li> <li>B. The student can sing by rote songs containing the vocal pitches do re mi fa sol, intervals step, skip, repeat and return to ‘do’ using a movable do language. (MU.A.3.1.2)(MU.A1.1.1)</li> <li>C. ( No vocal reading competency )</li> <li>D. The student can identify aurally and visually presented rhythmic patterns and notate aurally presented rhythmic patterns found in literature performed. (MU.A.3.1.2)(MU.D1.1.1)(MU.D.1.1.3)</li> <li>E. The student can create, notate and perform original music for percussion/rhythm instruments. (MU.A.3.1.3)(MU.B.1.1.1)(MU.B.2.1.1)</li> <li>F. The student can identify, read, write and use appropriate music vocabulary including music signs and symbols. (MU.D.1.1.3)</li> </ol>

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<p>II Technique</p>	<p>16. Notate dictated rhythmic patterns using quarter, half, whole, eighth, and tied notes and quarter rest. (MU.A.3.1.3)</p> <p>17. Make up, improvise and play short rhythmic patterns for percussion instruments. (Using rhythmic notation found in literature performed). (MU.B.1.1.2)</p> <p>18. Compose, notate and play original rhythmic pieces and accompaniments for percussion instruments. (Using rhythmic notation found in literature performed). (MU.A.3.1.3)(MU.B.2.1.1)</p> <p>19. Make up, improvise and sing short vocal pitch patterns using vocal pitches; do re mi fa sol. (MU.B.1.1.1)</p> <p>20. Make up and/or write original lyrics for existing songs. (MU.B.1.1.1)</p> <p>21. Compose, notate and play percussion music for melodies performed. (MU.B.2.1.1)</p> <p>22. Read, write, identify and use appropriate music vocabulary including, but not limited to: beat, steady beat, rhythm, melodic rhythm, longer than, shorter than, staff, head, stem, head shaded in, beam, flag, rest quarter note, eighth note(s), bar line, measure, brace/system/score, rhythmic pattern, note(s), half note, whole note, tied quarter notes, quarter rest, names of percussion/rhythm instruments, do re mi fa sol. Hand signs, notate, singing voice, speaking voice, types of songs i.e. children's, folk, patriotic, cumulative, etc. phrase, accompaniment, melody. (MU.D.1.1.3)</p> <p>1. Compare and contrast the singing voice and speaking voice as to pitch, duration, placement and tone color. (MU.A.1.1.1)</p> <p>2. Demonstrate effective vocal production by using appropriate singing posture and breath support. (MU.A.1.1.2)</p> <p>3. Maintain tonal accuracy when singing unison songs as a member of a group with an accompaniment. (MU.A.1.1.1)(MU.A.1.1.2)</p>	<p>A. The student can accurately sing from memory, a repertoire of songs (unison) using head voice, characteristic tone quality, and employing vocal techniques in classroom and performance activities. (MU.A.1.1.1)</p>

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<p>III Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>4. Accurately sing from memory a repertoire of unison songs learned by rote. (MU.A.1.1.1)</li> <li>5. Produce quality sound production on percussion/rhythm instruments by using appropriate hand placement and movement. (MU.A.2.1.2)</li> <li>6. Handle and manage percussion/rhythm instruments by using appropriate hand placement and movement. (MU.A.2.1.2)</li> </ol> <ol style="list-style-type: none"> <li>1. Discuss how lyric and rhythmic patterns influence the style, mood and general character of a song. (MU.A.1.1.1)(MU.C.1.1.2)(MU.D.1.1.4)</li> <li>2. Identify wide differences in degree of tempo fast/slow and dynamic loud/soft of literature heard. (MU.D.1.1.1)(MU.D.1.1.3)</li> <li>3. Discuss the appropriateness of tempo and dynamic choices made for music performed by self or others. (MU.D.2.1.2)</li> <li>4. Sing and listen to a variety of songs which include: folk, singing, game, patriotic, holiday and composed (representing many cultures styles, and time periods). (MU.A.1.1.3)(MU.C.1.1.1)</li> <li>5. Communicate through expressive singing, the meaning of the lyrics and rhythmic patterns of a song.. (MU.A.3.1.3)(MU.D.1.1.1)(MU.D.1.1.4)</li> <li>6. Adjust the tempo fast/slow and dynamics loud/soft of his/her performance to reflect the expressive and stylistic characteristics of the piece of music. (MU.A.3.1.3)(MU.D.1.1.1)(MU.D.1.1.4)</li> <li>7. Classify music heard by type patriotic, folk, holiday, composed, etc. and general character march, lullaby, dance, children's, popular etc. (MU.C.1.1.1)</li> <li>8. Classify music studied in broad categories of time, style and composer, and/or ethnic origin/influence. (MU.C.1.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can play instruments (percussion/rhythm) using appropriate technique and care in classroom and performance activities. (MU.A.2.1.2)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can describe verbally, as a performer and/or listener how expressive characteristics and rhythmic patterns affect the mood, general character and style of a piece of music. (MU.A.1.1.1)(MU.C.1.1.2)(MU.D.1.1.3)(MU.D.2.1.2)</li> <li>B. The student can appropriately perform the expressive and stylistic characteristics of a repertoire of vocal literature which includes: patriotic, folk, holiday and composed; and music representative of many cultures, styles and times. (MU.A.1.1.3)(MU.C.1.1.1)(MU.D.1.1.1)(MU.D.1.1.4)</li> <li>C. The student can identify and place their performance repertoire and their music appreciation/listening repertoire into broad categories of time, style, general character and composer or ethnic origin/influence (given aural presentation). (MU.C.1.1.1)(MU.C.1.1.3)</li> </ol>

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<p>IV Music Structures: Form and Harmony</p>	<p>9. Identify percussion and other instruments used in the music class aural and or visual presentation. (MU.D.1.1.2)</p> <p>10. Describe and classify the sound source (wood, metal, membrane) and sound generator (tap, strike, shake, scrape, roll) of percussion instruments used in the music class. (MU.D.1.1.2)</p> <p>11. Distinguish between aurally presented vocal and instrumental ensembles. (MU.D.1.1.2)</p> <p>12. Recognize instruments presented aurally with widely contrasting timbres and pitches such as: voice, trumpet, piano, tuba. (MU.C.1.1.1)(MU.C.1.1.2)</p> <p>13. Recognize and describe vocal timbres and instruments used in non-western music studied in class. (MU.C.1.1.1)(MU.C.1.1.2)(MU.D.1.1.3)</p> <p>1. Recognize the end of a musical idea or phase that is aurally presented. (MU.D.1.1.1)</p> <p>2. Perform body motions to demonstrate same or different phrases. (MU.D.1.1.1)</p> <p>3. Identify aurally and/or visually presented phrases as same or different. (MU.D.1.1.1)</p> <p>4. Recognize aurally presented sections of music that introduce songs. (MU.D.1.1.1)</p> <p>5. Categorize aurally and/or visually presented sections of music to identify simple song forms (verse/refrain, cumulative, call and response, solo/chorus). (MU.D.1.1.1)</p> <p>6. Distinguish between an aurally presented melody and an accompaniment. (MU.D.1.1.1)</p> <p>7. Identify an aurally presented melody as having as accompaniment or no accompaniment. (MU.D.1.1.1)</p>	<p>D. The student can identify and describe the performing medium of live, broadcast and recorded music performances. (MU.C.1.1.1)(MU.C.1.1.2)(MU.C.1.1.3)(MU.D.1.1.2)</p> <p>A. The student can identify and discuss the structure of (aurally and/or visually presented) simple song forms verse/refrain, cumulative, call and response, solo/chorus and rhythmic accompaniments as a performer and listener. (MU.D.1.1.1)</p> <p>B. The student as a performer and listener can identify and describe simple harmonic techniques (melody and accompaniment) of classroom, live, broadcast and recorded music. (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 playing, singing, listening, reading, writing and class discussion. (MU.A.1.1.1)(MU.A.1.1.2)(MU.A.1.1.3)</li> <li>2. Volunteer/seek out opportunities to perform solos and with small groups in the music class. (MU.A.1.1.1)(MU.A.1.1.2)(MU.A.1.1.3)</li> <li>3. Compare and contrast the roles and responsibilities of performers and members of an audience. (MU.E.2.1.2)</li> <li>4. Identify, discuss and demonstrate appropriate audience behavior for short periods of time. (MU.E.2.1.2)</li> <li>5. Listen attentively and show appreciation for arts performances through appropriate behaviors as applause, entering and exiting the performance area in an orderly manner. (MU.E.2.1.2)</li> <li>6. Describe expectations and standards of performance for musical behaviors. (MU.D.2.1.1)</li> <li>7. Compare musical performance of self and others to class standards (MU.D.2.1.2)</li> <li>8. Exhibit patience and perseverance to complete brief musical tasks. (MU.D.2.1.2)</li> <li>9. Practice or study a music assignment during class for short periods of time with guidance from the teacher. (MU.D.2.1.2)</li> <li>10. Complete short homework assignment (practice or study) in a timely manner. (MU.D.2.1.2)</li> <li>11. <i>Identify careers in music.</i> (MU.D.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.E.2.1.2)</li> <li>B. The student can evaluate the performance of self and others in relation to class standards or objectives. (MU.D.2.1.1)(MU.D.2.1.2)</li> <li>C. The student can demonstrate positive study and practice habits for short periods of times.</li> <li>D. <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>