

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Play by imitation on melody bells simple, short songs containing melodic patterns (range treble clef; c' -c'' while using a pitch (alphabet) language. (MU.A.2.2.4) 2. Play and sing by imitation the C scale (1 octave ascending and descending). (MU.A.2.2.4) 3. Memorize the order of the letters of the music alphabet starting on any letter ascending and descending (range: 2 octaves). (MU.A.2.2.2) 4. Identify and demonstrate on the melody bells; pitch direction ascending and descending and pitch distance by step 2nd, by skip 3rd and repeat. (MU.A.2.2.2) 5. Read melodic notation in rhythm using a duration length language and a pitch alphabet language. (MU.A.2.2.2) 6. Read and play notation for songs and melodic patterns on melody bells range: c' -c'. (MU.A.2.2.1)(MU.A.2.2.2) 7. Sight read notation from unstudied materials on melody bells range: c' -c' and percussion instruments. (MU.A.3.2.1) 8. Read and follow an assigned part on a music score. (MU.A.3.2.1) 9. Sing by rote, songs containing vocal pitches do re mi fa sol la ti do and intervals step, skip, repeat and return to 'do' using a movable 'do' language. (MU.A.1.2.1) 10. Demonstrate hand signs for aurally presented vocal pitch patterns. (MU.A.1.2.1) 11. Sing songs and vocal pitch patterns by reading a leaders hand signs. (MU.A.1.2.1) 12. Describe and sing from memory vocal pitch patterns, given verbal direction or aural presentation, using hand signs and movable 'do' language. (MU.A.1.2.1) 13. Read melodic notation in rhythm using a duration (length) language and movable 'do' language. (MU.A.3.2.1) 	<ol style="list-style-type: none"> A. The student can read and play notate music on melody bells (range: treble clef; c' -c''). The student can read and perform the rhythmic notation found in the melodic literature studied. (MU.A.2.2.1)(MU.A.2.2.2) (MU.A.2.2.4)(MU.A.3.2.1) B. The student can sing by rote songs containing the vocal pitches: do re mi fa sol la ti do', and interval: step, skip, repeat, and return to 'do' using a movable do language. (MU.A.1.2.1) C. The student can read and sing notated songs containing vocal pitches: do re mi fa sol, and interval: step, skip, repeat, and return to 'do' while demonstrating had signs and a movable do language. (MU.A.3.2.1) D. The student can identify aurally and visually presented rhythmic, melodic and vocal patterns and notate aurally presented patterns found in literature performed. (MU.A.3.2.3) (MU.D.1.2.1) E. The student can create, notate and perform original music for singing and/or playing on melody bells and percussion instruments (range appropriate to instrument). (MU.B.1.2.1) (MU.B.1.2.2) (MU.B.2.2.1) (MU.B.2.2.2) F. The student can identify read, write and use appropriate music vocabulary including music signs and symbols. (MU.D.1.2.3)

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	<ol style="list-style-type: none"> 14. Read and sing notation for melodic patterns and songs (pitches: do re mi fa sol) (intervals: step, skip, repeat and return to 'do') using hand signs and movable 'do' language. (MU.A.3.2.1) 15. Sight sing melodic patterns and songs from notation (pitches: do re mi fa sol) (intervals: step, skip, repeat and return to 'do') using hand signs and movable 'do' language. (MU.A.3.2.1) 16. Identify aurally presented melodic patterns as: same/different, repeated, sequential. (MU.D.1.2.1) 17. Identify aurally presented pitches as to direction ascending and descending and distance step, skip, repeat. (MU.D.1.2.1) 18. Identify visually presented position/location of notes on, above and below the staff i.e. line 2 space 3, below the staff, ledger line above the staff etc. (MU.D.1.2.1) 19. Identify alphabet names of visually presented lines and spaces range: treble clef; c' -c". (MU.D.1.2.1) 20. Identify visually presented staff notation as to pitch direction ascending and descending and pitch distance step 2nd, skip 3rd, and repeat. (MU.D.1.2.1) 21. Identify aurally presented songs and listening repertoire by title. (MU.D.1.2.1) 22. Identify the title of songs from notation of literature performed. (MU.D.1.2.1) 23. Notate dictated melodic patterns (c' -c"). (MU.B.1.2.1)(MU.B.1.2.2) 24. Notate dictated vocal patterns (do re mi fa sol). (MU.B.1.2.1)(MU.B.1.2.2) 25. Make up, improvise and play short melodic patterns for melody bells using pitches c' -c". (MU.B.2.2.1)(MU.B.2.2.2) 26. Compose notate and play original melodies for melody bells using pitches c' -c". (MU.B.1.2.1)(MU.B.1.2.2) 	

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<p>II Technique</p>	<p>27. Make up, improvise and sing short vocal pitch patterns using vocal pitches; do re mi fa sol la ti do". (MU.B.1.2.1)(MU.B.2.2.2)</p> <p>28. Compose, notate and sing original songs using vocal pitches; do re mi fa sol la do". (MU.B.2.2.1)(MU.B.2.2.2)</p> <p>29. Make up and/or write lyrics for existing songs and student composed melodies. (MU.B.1.2.1)(MU.B.1.2.2)</p> <p>30. Compose, notate and play percussion music for melodies performed. (MU.B.2.2.1)(MU.B.2.2.2)</p> <p>31. Read, write, identify and use appropriate music vocabulary including, but not limited to: melody bell, mallet, roll mallet, ascending, descending, up, down, repeat (ed), high (er), low (er) staff, G (treble) clef, notes, notation, line position, space position, ledger line, above, below, step, skip, c'd e f g b c", C scale, la, ti do', partner song, verse against chorus song, the singing vowels, descant, harmony, harmonic technique, form, chordal, countermelody, autoharp, introduction, interlude, bridge, coda, repetition, contrast. (MU.D.1.2.3)</p> <p>1. Maintain tonal accuracy when singing unison songs as a member of a group without an accompaniment. (MU.A.1.2.1)</p> <p>2. Maintain a 2nd vocal part in partner and verse against chorus songs as a member of a group with an accompaniment. (MU.A.1.2.1)</p> <p>3. Demonstrate the use of the five basic singing vowels when performing vocal music. (MU.A.1.2.4)</p> <p>4. Accurately sing from memory a repertoire of partner, verse against chorus and unison songs learned by rote. (MU.A.1.2.1)</p> <p>5. Produce quality tone production on melody bells by using appropriate hand placement and mallet movement techniques. (MU.A.2.2.1)</p>	<p>A. The student can accurately sing from memory, a repertoire of songs (partner, verse against chorus and unison) using head voice, characteristic tone quality, and employing vocal techniques in classroom and performance activities. (MU.A.1.2.1)(MU.A.1.2.4)</p>

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<p>III Expressive and Stylistic Characteristics</p>	<p>6. Handle and manage melody bells and music in an appropriate manner before, during and after performing. (MU.A.2.2.1)</p> <p>1. Discuss how lyrics, rhythmic and melodic patterns influence the style, mood and general character of a song. (MU.B.2.2.2)(MU.C.1.2.2)</p> <p>2. Identify differences in degree of tempo (fast/slow, getting faster/slower) and dynamics (loud/soft, growing louder/softer) of literature heard. (MU.A.3.2.2)</p> <p>3. Discuss the appropriateness of tempo and dynamic choices made for music performed by self or others. (MU.D.2.2.2)(MU.A.3.2.2)</p> <p>4. Sing, play and listen to a variety of music which include: folk, singing game, patriotic, holiday and composed (representing many cultures styles and time periods). (MU.A.1.2.3)</p> <p>5. Communicate, through expressive singing and playing, the ideas of the lyrics, rhythmic and melodic patterns of a song. (MU.A.1.2.3)</p> <p>6. Adjust the tempo fast/slow getting faster/slower) and dynamics (loud/soft, growing louder/softer) of his/her performance to reflect the expressive and stylistic characteristics of the piece of music. (MU.C.1.2.2)(MU.C.1.2.3)(MU.A.1.2.3)(MU.A.3.2.2)</p> <p>7. Classify music heard by type: patriotic, folk, holiday, composed, etc. and general character: march, lullaby, dance, children's, popular, etc. (MU.C.1.2.1)(MU.C.1.2.2)(MU.C.1.2.3)(MU.C.1.2.4)</p> <p>8. Classify music studied in broad categories of time, style and composer, and/or ethnic origin/influence. (MU.C.1.2.1)(MU.C.1.2.2)(MU.C.1.2.3)(MU.C.1.2.4)</p> <p>9. Identify from aural and/or visual presentation percussion and melodic instruments used in the music class. (MU.D.1.2.2)</p>	<p>B. The student can play instruments (melody bells and percussion/rhythm) using appropriate technique and care in classroom and performance activities. (MU.A.2.2.1)</p> <p>A. The student can accurately sing from memory, a repertoire of songs (partner, verse against chorus and unison) using head voice, characteristic tone quality, and employing vocal techniques in classroom and performance activities. (MU.A.1.2.1)(MU.A.1.2.4)</p> <p>B. The student can play instruments (melody bells and percussion/rhythm) using appropriate technique and care in classroom and performance activities. (MU.A.2.2.1)</p> <p>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.1.2.1)(MU.C.1.2.2)(MU.C.1.2.3)(MU.C.1.2.4)</p> <p>D. The student can identify and describe the performing medium of live, broadcast and recorded music performances. (MU.C.1.2.2)(MU.C.1.2.3)(MU.D.1.2.2)(MU.D.1.2.3)</p>

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<p>IV Music Structures: Form and Harmony</p>	<p>10. Describe and classify the sound source (wood, metal, membrane, string, wind, electronic) and sound generator (tap, strike, shake, scrape, roll, blow, bow etc.) of instruments heard. (MU.D.1.2.2)</p> <p>11. Distinguish among aurally presented large performance ensembles (choral, orchestra and wind band ensembles). (MU.D.1.2.2)</p> <p>12. Distinguish among aurally presented solo voices (child, adult male and female). (MU.D.1.2.2)</p> <p>13. Recognize instruments presented aurally with widely contrasting timbres, but with similar pitches such as; violin/flute, trumpet/clarinet, piano/harp etc. (MU.D.1.2.2)</p> <p>14. Recognize and describe vocal timbres and instruments used in non-western music studied in class. (MU.C.1.2.2)(MU.C.1.2.3)(MU.D.1.2.3)</p> <p>1. Identify repetition and contrast of phrases that are aurally and/or visually presented. (MU.D.1.2.1)</p> <p>2. Make up (improvise) and perform simple rhythmic accompaniments to demonstrate repetition and contrast in phrases and simple sectional forms. (MU.B.1.2.2)</p> <p>3. Make up, improvise and compose simple compositions to demonstrate a balance of phrases repetition and contrast by using several short melodies. (MU.B.1.2.2)</p> <p>4. Categorize repetition and contrast of phrases to identify sectional forms (AB, ABA) in aurally and/or visually presented music. (MU.D.1.2.1)</p> <p>5. Recognize, aurally and/or visually presented sections of music that introduce or end songs. (MU.D.1.2.1)</p> <p>6. Make up, improvise and compose rhythmic introductions and endings to songs. (MU.B.1.2.2)(MU.B.2.2.2)</p>	<p>A. The student can identify, discuss and create simple sectional forms (AB, ABA) as a performer, listener and composer. (MU.B.1.2.2)(MU.B.2.2.2)(MU.D.1.2.1)</p> <p>B. The student, as a performer and listener, can identify simple harmonic techniques, melody and descant. Partner, verse against chorus and chordal accompaniments of classroom, live, broadcast and recorded music.</p>

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<p>V Personal and social Musical Development and Life Long Musical Learning</p>	<p>7. Identify aurally and/or visually presented simple harmonic forms melody and decant, partner and verse against chorus found in literature performed. (MU.B.1.2.2)(MU.B.2.2.2)</p> <p>8. Identify and describe simple harmonic forms, chordal accompaniments, melody and counter melody in live, broadcast and recorded music. (MU.B.1.2.2)(MU.B.2.2.2)</p> <p>9. Read chord symbols (alphabet) and play simple 2 and 3 chord accompaniments on the autoharp for songs learned. (MU.B.1.2.2)(MU.B.2.2.2)</p> <p>1. Participate in music class activities through playing, singing, listening, reading, writing, and class discussion. (MU.A.1.2.1)(MU.A.1.2.2)</p> <p>2. Volunteer/seek out opportunities to perform solos and with small groups in the music class. (MU.A.1.2.1)(MU.A.1.2.2)</p> <p>3. Compare and contrast the roles and responsibilities of performers and members of an audience listener, observer, spectator, participant, in different settings formal, concert ,parade, half time show, sing-a-long etc. (MU.E.2.2.2)</p> <p>4. Identify, discuss and demonstrate appropriate audience behavior for longer periods of time in different settings. (MU.E.2.2.2)</p> <p>5. Describe expectations and standards of performance for musical behaviors. (MU.E.2.2.2)</p> <p>6. Compare musical performance of self and others to class standards. (MU.D.2.2.1)(MU.D.2.2.2)</p> <p>7. Exhibit patience and perseverance to complete simple musical tasks. (MU.D.2.2.1)(MU.D.2.2.2)</p> <p>8. Practice or study a music assignment during class for longer periods of time with guidance from the teacher. (MU.D.2.2.1)(MU.D.2.2.2)</p>	<p>A. The student can participate in all school music activities as a performer, listener and member of an audience. (MU.A.1.2.1)(MU.A.1.2.2)(MU.E.2.2.2)</p> <p>B. The student can evaluate the performance of self and others in relation to class standards or objectives. (MU.D.2.2.1)(MU.D.2.2.2)</p> <p>C. The student can demonstrate positive study and practice habits for short periods of time.</p> <p>D. <i>The student can identify and define various careers in music Composer, Performer, Conductor, Sound Technician, Teacher.</i></p>

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	<p>9. Complete short homework assignment practice or study in a timely manner. (MU.D.2.2.1)(MU.D.2.2.2)</p> <p>10. <i>Identify careers in music.</i> (MU.D.2.2.1)(MU.D.2.2.2)</p>	