

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> 1. Identify the lines and spaces of the treble clef. (MU.A.3.3.3) 2. Group notes into measures in 2/4, 3/4 and 4/4 meter. (MU.A.3.3.3) 3. Identify whole, half, quarter, and eighth notes and their corresponding rests. (MU.A.3.3.3) 4. Identify tonal patterns visually and aurally. (MU.A.3.3.3) 5. Identify rhythmic patterns visually and aurally. (MU.A.3.3.3) 6. Improvise a percussion part for a familiar song. (MU.B.1.3.2) 7. Aurally identify duple and triple meters and syncopated rhythms. (MU.A.3.3.3) 	<ol style="list-style-type: none"> A. Student can identify relative lengths of notes and rests and group them into measures in a variety of time signatures. (MU.A.3.3.3) B. Student can visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts. (MU.A.3.3.3) C. Student can sing simple songs. (MU.A.1.3.2) D. Student can play a song on classroom instrument by reading notation in the treble clef. (MU.A.2.3.1)
II Expressive and Stylistic Characteristics	<ol style="list-style-type: none"> 1. Identify a simple phrase within the context of a piece of music. (MU.A.2.3.1) 2. Compare and contrast a variety of music styles. (MU.C.1.3.1) 3. Describe rhythmic characteristics of a variety of styles. (MU.C.1.3.1) 4. Describe instrumentation used in a variety of styles. (MU.C.1.3.1) 5. Distinguish between unison and harmony. (MU.D.1.3.2) 	<ol style="list-style-type: none"> A. The student can sing and play a simple phrase. (MU.A.2.3.1) B. The student can compare and contrast a variety of listening examples with regard to instrumentation, style, and cultural context. (MU.D.1.4.2)

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III Forms and Structures	<p>6. Explain cultural context of music listening examples. (MU.C.1.3.1)</p> <p>1. Aurally distinguish between melody and accompaniment. (MU.D.1.3.1)</p> <p>2. Define and identify basic musical forms. (MU.D.1.3.2)</p> <p>3. Aurally identify types of musical ensembles and their components. (MU.D.1.3.2)</p> <p>4. Demonstrate ability to track an individual voice part throughout a vocal score. (MU.D.1.3.2)</p> <p>5. Identify and follow repeat signs. (MU.A.3.3.2)</p> <p>6. Aurally identify duple and triple meters. (MU.A.3.3.2)</p> <p>7. Aurally recognize syncopation. (MU.A.3.3.2)</p>	<p>A. The student can verbally identify musical components of a score. (MU.D.1.3.2)</p> <p>B. The student can analyze a listening example with regard to phrase, meter, and basic form. (MU.D.3.3.2)</p>
IV Technique	<p>1. Recognize voice categories of middle school singers. (MU.A.3.3.2)</p> <p>2. Know personal voice category. (MU.A.3.3.2)</p> <p>3. Locate a voice part in a vocal score. (MU.A.3.3.2)</p> <p>4. Identify parts of the instrument played in class. (MU.D.1.3.2)</p>	<p>A. The student can locate their own part and other parts in a vocal score. (MU.A.3.3.2)</p> <p>B. The student can identify parts of classroom instruments and demonstrate procedures for handling them. (MU.A.2.3.1)</p>

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> 5. Demonstrate respect for instruments through proper instrument care. (MU.D.1.3.2) 6. Demonstrate proper singing and playing posture. (MU.D.2.3.2) 7. Demonstrate proper hand position, fingering, and embouchure when appropriate. (MU.A.2.3.1) 1. Perform in a musical setting. (MU.A.1.3.3) 2. Demonstrate ensemble musicianship. (MU.D.2.3.2) 3. Demonstrate proper audience behavior. (MU.D.2.3.2) 4. Develop and implement a process or procedure for evaluating music. (MU.D.2.3.1) 5. List and justify musical preferences. (MU.E.2.3.2) 6. Describe applications for processing music using technology/ computers, synthesizers, and sequencers. (MU.B.2.3.1) 7. Locate opportunities for additional musical instruction and experience in the school and community. (MU.E.2.3.4) 8. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 	<ol style="list-style-type: none"> A. The student can successfully perform in an ensemble setting. (MU.A.1.3.3) B. The student can demonstrate proper audience behavior when attending concerts or other arts performances at the school or in the community. (MU.D.2.3.2) C. The student can establish a criteria for evaluating music and justify personal preferences. (MU.E.2.3.2) D. The student can describe how to apply technology to process music. (MU.B.2.3.2) E. The student can locate opportunities for additional musical experiences in the school and community, and make intelligent choices about how they would like to include music in their lives in the immediate and distant future. (MU.E.2.3.2)

MUSIC EDUCATION

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	<p>9. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p> <p>10. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>11. <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>