

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Read and label pitch and duration notation in the treble and bass clef including ledger lines of the Grand Staff to 2 lines above and below Grand Staff. (MU.A.3.3.1) 2. Identify visually and aurally intervals within one octave (ascending and descending). (MU.A.3.4.2) (MU.D.1.4.1) 3. Identify and write the pentatonic scale, the chromatic scale and diatonic scales in C, G, F, Am, Dm, Em. (MU.A.3.4.2) (MU.A.3.4.3) 4. Build major or minor triads on specific degrees of the diatonic scale. (MU.A.3.4.2) 5. Label triads with correct Roman numerals. (MU.A.3.4.2) 6. Identify aurally major and minor chord qualities, scales and short melodic patterns. (MU.D.1.4.1) 7. Recognize and aurally identify chord progressions using I, IV, V, V7 and VI chords in various keys. (MU.D.1.4.1) 8. Identify and notate simple pitch and rhythmic patterns. (MU.A.3.4.2) 9. Identify key signatures for all major keys. (MU.D.1.4.2) 10. Identify whole, half, quarter, eighth, and dotted notes and their corresponding rests. (MU.A.3.4.2) 11. Identify aurally and in writing duple and triple meters. (MU.D.1.4.1) 	<ol style="list-style-type: none"> A. The student can write an eight measure melody using chord tones, and a chord accompaniment with I, IV, V and V7 chords. (MU.B.2.4.1) (MU.B.2.4.2) B. The student can sight sing simple diatonic melodies within one octave using whole, half, quarter and eighth notes and their corresponding rests. (MU.A.3.4.1) C. The student can transpose simple melodies in 3 major and 3 minor keys. (MU.B.1.4.2) D. The student can identify aurally and in writing simple chord progressions—in literature performed. (MU.A.3.4.3)

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II Expressive and Stylistic Characteristics	<p>12. Identify and describe meter signs in simple and compound meters. (MU.D.1.4.1)</p> <p>13. List the rules of composition for melodies and chord progressions. (MU.D.1.4.2)</p> <p>14. Read and follow an assigned part on a musical score. (MU.A.3.3.1)</p> <p>1. Define common musical terms for tempo, dynamics, articulations, and other music signs. (MU.D.1.3.2)</p> <p>2. List the musical characteristics and significant composers of 3 music periods (historical) and 3 stylistic genres. (MU.C.1.3.1)</p> <p>3. Compare uses of pitch, duration, expressive characteristics, and form in the music of three different cultures. (MU.C.1.3.1)</p>	<p>A. The student can analyze and describe (using music vocabulary) aurally presented music literature as to period, style, cultural orientation, and theoretical principles. (MU.C.1.3.1)</p> <p>B. The student can list in chronological order the major historical eras in music and list significant composers of the Baroque, Classical and Romantic periods. (MU.C.1.3.1)</p>
III Techniques	<p>1. Perform simple melodies and chords at the keyboard, hands alone and/or together. (MU.A.2.3.1)</p> <p>2. Perform major and minor one octave scales at the keyboard or other instrument (ascending and descending) hands separately and/or together. (MU.A.2.3.1)</p>	<p>A. The student can sight read a simple piano piece that uses both hands and includes a I, IV, V7 chordal accompaniment. (MU.A.3.3.1)</p> <p>B. The student can demonstrate appropriate hand position and finger patterns when playing simple songs, scales and chord progressions at the keyboard. (MU.A.2.3.1)</p>

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IV Forms and Structures	<ol style="list-style-type: none"> 1. Analyze aurally and visually simple forms (e.g. Binary, Ternary, Rondo, etc). (MU.D.1.4.2) 2. Describe a minimum of 3 major forms (e.g. symphony, concerto, suite). (MU.D.1.4.3) 3. Write compositions using simple musical structures. (MU.B.2.3.3) 	<ol style="list-style-type: none"> A. The student can analyze aurally presented literature as to simple structures and major forms. (MU.D.1.4.2) B. The student can compose a simple musical piece in ABA form. (MU.B.2.3.3)
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> 1. Develop a criteria for evaluating music preference. (MU.D.2.3.1) 2. Keep a listening list of music heard with a short description of each selection. (MU.D.1.3.1) 3. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 4. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 5. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 6. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can establish a criteria for evaluating music and justify personal musical preferences. (MU.D.2.3.1) B. The student can develop a listening list with accompanying comments representative of a variety of literature in different styles and genres. (MU.D.1.3.1) C. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) D. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) E. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)