

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> <li>1. Demonstrate aural recognition of rhythmic patterns including syncopation. (MU.A.3.3.3)</li> <li>2. Write a simple dictated melodic example. (MU.A.3.3.3)</li> <li>3. Demonstrate aural and visual recognition of intervals. (MU.A.3.3.3)</li> <li>4. Read and write rhythm patterns including dotted rhythms and syncopation. (MU.A.3.3.3)</li> <li>5. Aurally identify major and minor scales and chords. (MU.A.3.3.2)</li> <li>6. Define and discriminate time signatures. (MU.A.3.3.2)</li> <li>7. Identify all major key signatures. (MU.A.3.3.2)</li> <li>8. Read accidentals. (MU.A.3.3.2)</li> <li>9. Identify discrepancies between printed notation and aural performance. (MU.D.1.3.2)</li> <li>10. Demonstrate music reading independence. (MU.A.3.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can sing one vocal part of a simple ensemble selection while other parts are played or sung. (MU.A.1.3.1)</li> <li>B. The student can identify relative lengths of notes and rests and group them into measures in a variety of time signatures. (MU.A.3.3.2)</li> <li>C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed. (MU.A.3.3.2)</li> <li>D. The student can write simple tonal patterns and rhythmic patterns that are played or sung. (MU.A.1.3.2)</li> </ol>
II Expressive and Stylistic Characteristics	<ol style="list-style-type: none"> <li>1. Identify and execute phrasing appropriate to the music. (MU.A.1.3.2)</li> <li>2. Express the meaning of a text. (MU.A.1.3.2) (MU.D.1.3.3)</li> <li>3. Identify and execute all musical terms and symbols found in literature performed. (MU.A.3.3.2)</li> <li>4. Demonstrate varied dynamic levels for balance. (MU.A.1.3.3)</li> <li>5. Demonstrate varied vowel shapes for blend. (MU.A.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can successfully perform an ensemble selection in a concert setting with attention to expression. (MU.A.1.3.3)</li> <li>B. The student can technically and stylistically perform the literature for evaluation in class. (MU.A.1.3.2)</li> </ol>

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<p>III Forms and Structures</p>	<p>6. Identify aurally the characteristics common to various styles of choral literature. (MU.D.1.3.3)</p> <p>1. Recognize and describe the voice classifications found in a middle school ensemble. (MU.A.1.3.1)</p> <p>2. Explain the organization of a vocal score. (MU.A.1.3.1)</p> <p>3. Demonstrate ability to track any voice part throughout a vocal score. (MU.A.1.3.1)</p> <p>4. Identify the principal melodic line as it appears in the voicings of a score. (MU.A.1.3.1)</p> <p>5. Identify form and structure of the literature performed. (MU.A.1.3.2)</p> <p>6. Distinguish between unison singing and harmony. (MU.A.1.3.1)</p> <p>7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.A.1.3.3)</p> <p>8. Visually analyze and identify potential melodic problems prior to performance. (MU.A.1.3.3)</p> <p>9. Aurally identify cadences. (MU.D.1.3.2)</p>	<p>C. The student can analyze lyrics with regard to expression. (MU.A.1.3.2)</p> <p>D. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.3.3)</p> <p>E. The student can sing a variety of choral literature in an appropriate style. (MU.A.1.3.2)</p> <p>A. The student can analyze an ensemble score with regard to organization, voicings, style, form, and potential performance problems. (MU.D.1.3.2)</p> <p>B. The student can aurally and visually distinguish between unison and harmony in vocal literature. (MU.D.1.3.2)</p>

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IV Technique	<ol style="list-style-type: none"> <li>1. Demonstrate independent singing skills. (MU.A.1.3.1)</li> <li>2. Sing with proper posture and breath control. (MU.A.1.3.3)</li> <li>3. Execute vertical vowels. (MU.A.1.3.3)</li> <li>4. Demonstrate integration of vocal registers. (MU.A.1.3.1)</li> <li>5. Recognize and execute a unified vowel sound in group singing. (MU.A.1.3.3)</li> <li>6. Identify component vowel sounds in a diphthong, and indicate which is stressed. (MU.A.1.3.3)</li> <li>7. Identify and classify voiced and unvoiced consonants. (MU.A.1.3.1)</li> <li>8. Classify components of text with regard to proper diction. (MU.A.1.3.2)</li> <li>9. Sing with a focused tone. (MU.A.1.3.3)</li> <li>10. Recognize poor intonation and analyze with regard to cause. (MU.D.2.3.2)</li> <li>11. Demonstrate the ability to sing in three and four part harmony, with and without accompaniment. (MU.A.1.3.1)</li> <li>12. Characterize a choral performance with regard to proper vocal technique. (MU.A.1.3.2)</li> <li>13. Identify and demonstrate basic conducting patterns. (MU.A.1.3.3)</li> <li>14. Sing with proper diction in language other than English. (MU.A.1.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can independently sing an assigned part. (MU.A.1.3.1)</li> <li>B. The student can evaluate vocal performances of oneself and peers with regard to technical issues. (MU.D.2.3.2)</li> <li>C. The student can analyze vocal texts in more than one language, to identify component vowel and consonant sounds. (MU.D.1.3.2)</li> <li>D. The student can successfully perform both accompanied and a cappella ensemble literature in a variety of styles. (MU.A.1.3.1) (MU.A.1.3.2)</li> <li>E. The student can demonstrate basic conducting patterns to conduct a student ensemble. (MU.A.1.3.3)</li> </ol>

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> <li>1. Participate in music activities. (MU.A.1.3.3)</li> <li>2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.E.1.3.1)</li> <li>3. Explain the importance of punctuality for both rehearsals and performances. (MU.E.2.3.3)</li> <li>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.E.2.3.3)</li> <li>5. Demonstrate performance poise. (MU.D.2.3.2)</li> <li>6. Demonstrate appropriate audience behavior. (MU.D.2.3.2)</li> <li>7. Describe the cultural context of literature performed. (MU.C.1.3.1)</li> <li>8. Develop a criteria for evaluating music preference. (MU.E.2.3.2)</li> <li>9. Describe applications for processing music using technology (computer, synthesizers, and sequencers). (MU.B.2.3.1)</li> <li>10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>11. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>13. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can develop a criteria for evaluating musical performances of self and others. (MU.A.1.3.3)</li> <li>B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.A.1.3.3)</li> <li>C. The student can verbally or in writing identify cultural characteristics of a variety of literature. (MU.C.1.3.1)</li> <li>D. The student can justify personal musical preferences using established criteria. (MU.E.2.3.2)</li> <li>E. The student can describe how to apply technology to process music. (MU.B.2.3.1)</li> <li>F. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</li> <li>G. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</li> <li>H. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</li> </ol>