

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> 1. Demonstrate aural and visual recognition of rhythmic patterns. (MU.D.1.3.1) 2. Demonstrate aural and visual recognition of harmonic patterns. (MU.D.1.3.1) 3. Demonstrate aural recognition of harmonic patterns. (MU.A.2.3.3) 4. Distinguish between steps and skips. (MU.A.2.3.3) 5. Identify whole, half, quarter, and eighth notes and their corresponding rests. (MU.D.1.3.2) 6. Group notes into measures in 2/4, 3/4, 4/4 meter. (MU.D.1.3.2) 7. Read and write rhythmic patterns and tonal patterns. (MU.B.2.3.1) 8. Aurally identify duple and triple meters and syncopated rhythms. (MU.A.3.3.1) 9. Identify the names of the lines and spaces of the grand staff. (MU.A.3.3.1) 	<ol style="list-style-type: none"> A. The student can identify relative lengths of notes and rests and group them into measures in a variety of time signatures. (MU.D.1.3.2) B. The student can visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts. (MU.D.1.3.3) C. The student can sing simple songs. (MU.A.3.3.1)
II Expressive and Stylistic Characteristics	<ol style="list-style-type: none"> 1. Compare and contrast a variety of musical styles. (MU.D.1.3.2) 2. Identify and execute a simple phrase. (MU.A.1.3.2) 3. Distinguish between unison and harmony. (MU.A.1.3.1) 	<ol style="list-style-type: none"> A. The student can sing a simple phrase. (MU.A.3.3.1) B. The student can compare and contrast a variety of listening examples with regard to instrumentation, style, and cultural context. (MU.D.1.3.3)

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> 4. Identify and execute dynamics. (MU.D.1.3.3) 5. Identify and execute tempo markings. (MU.D.1.3.2) 6. Define musical terms and expressions. (MU.D.1.3.3) 7. Express the meaning of a text. (MU.A.1.3.2) (MU.D.1.3.3) 8. Describe rhythmic characteristics of a variety of styles. (MU.D.1.3.3) 9. Identify visually and aurally a variety of instruments. (MU.D.1.3.3) 10. Identify visually and aurally a variety of musical ensembles. (MU.D.1.3.3) 11. Describe instrumentation used in a variety of styles. (MU.D.1.3.3) 12. Explain cultural and historical context of music examples. (MU.E.1.3.1) <ol style="list-style-type: none"> 1. Define and identify basic musical forms. (MU.D.1.3.1) 2. Aurally and visually distinguish between melody and accompaniment, unison and harmony. (MU.D.1.3.1) 3. Aurally identify duple and triple meters. (MU.A.3.3.2) 4. Aurally recognize syncopation. 	<ol style="list-style-type: none"> A. The student can verbally identify musical components of a score. (MU.D.1.3.1) B. The student can analyze a listening example with regard to phrase, meter, and basic form. (MU.D.1.3.1) C. The student can name the major musical eras and representative composers. (MU.C.1.3.1)

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IV Technique	<ol style="list-style-type: none"> 5. Identify and follow repeat signs. 6. Identify and classify instruments and voices. 7. Aurally identify types of musical ensembles and their components. 8. Explain the organization of a vocal score. 9. Demonstrate ability to track and individual voice part throughout a vocal score. 10. Explain basic information about the major periods in music history including representative composers. 1. Recognize voice categories. (MU.A.3.3.2) 2. Know personal voice category. (MU.A.3.3.2) 3. Locate a voice part in a vocal score. (MU.A.3.3.2) 4. Demonstrate proper singing posture. (MU.D.2.3.2) 5. Demonstrate proper breath control. (MU.A.1.3.3) 6. Recognize poor intonation. (MU.D.2.3.2) 7. Explain the organization of an instrumental score. (MU.A.3.3.2) 	<p>D. The student can analyze a listening example with regard to musical period in which it was written. (MU.C.1.3.2)</p> <p>A. The student can locate a specified part in a vocal or instrumental score. (MU.A.3.3.2)</p>

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<p>V Personal/Social Musical Development</p>	<ol style="list-style-type: none"> 1. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.3.3) 2. Demonstrate ensemble musicianship skills. (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. Develop a criteria for evaluating music performance of self and others. (MU.D.2.3.1) 6. List and justify musical preferences. (MU.E.2.3.2) 7. Identify careers in music. (MU.B.2.3.1) 8. Describe applications for processing music using technology (computers, synthesizers and sequencers). (MU.B.2.3.1) 9. Locate opportunities for additional musical instruction and experience in the school and community. (MU.E.2.3.4) 10. List factors to be considered in choosing a career in music. (MU.E.2.3.1) 11. Analyze the discipline, knowledge, and skills required for career preparation in music. (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can demonstrate proper audience behavior when attending concerts or other performances at school or in the community. (MU.D.2.3.2) B. The student can establish a criteria for generating music and justify personal preferences. (MU.E.2.3.2) C. The students can explain how to apply technology to process music. (MU.B.2.3.2) D. The student can identify 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) E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)

MUSIC EDUCATION

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	<p>12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>13. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	