

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

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<p>III Forms and Structures</p>	<p>6. Identify aurally the characteristics common to various styles of ensemble literature. (MU.A.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>10. Recognize contrasting forms and styles of music. (MU.C.1.3.1)</p> <p>11. Relate music to its historical and cultural context. (MU.E.2.3.3) (MU.E.1.3.1)</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 ensemble literature using appropriate style. (MU.A.1.3.2)</p> <p>A. The student can analyze a vocal 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"> 1. Demonstrate independent singing skills. (MU.A.1.3.1) 2. Consistently sing with proper posture and breath control. (MU.A.1.3.3) 3. Consistently execute vertical vowels. (MU.A.1.3.3) 4. Demonstrate integration of vocal registers. (MU.A.1.3.1) 5. Recognize and execute a unified vowel sound in group singing. (MU.A.1.3.3) 6. Identify component vowel sounds in a diphthong, and indicate which is stressed. (MU.A.1.3.3) 7. Identify and classify voiced and unvoiced consonants. (MU.A.1.3.1) 8. Classify components of text with regard to proper diction. (MU.A.1.3.2) 9. Sing with a focused tone. (MU.A.1.3.3) 10. Recognize poor intonation and analyze with regard to cause. (MU.D.2.3.2) 11. Demonstrate the ability to sing in three and four part harmony, with and without accompaniment. (MU.A.1.3.1) 12. Characterize an ensemble performance with regard to proper vocal technique. (MU.A.1.3.2) 13. Identify and demonstrate basic conducting patterns. (MU.A.1.3.3) 14. Sing with proper diction in language other than English. (MU.A.1.3.2) 	<ol style="list-style-type: none"> A. The student can demonstrate the musical independence necessary for vocal ensemble performance. (MU.A.1.3.1) B. The student can evaluate vocal performance of oneself and peers with regard to technical issues. (MU.D.2.3.2) C. The student can analyze vocal texts in more than one language, to identify component vowel and consonant sounds. (MU.D.1.3.2) 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) E. The student can conduct a simple song using basic conducting patterns to conduct a student ensemble. (MU.A.1.3.3)

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> 1. Participate in music activities. (MU.A.1.3.3) 2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.E.1.3.1) 3. Explain the importance of punctuality for both rehearsals and performances. (MU.E.2.3.3) 4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.E.2.3.3) 5. Demonstrate performance poise. (MU.D.2.3.2) 6. Demonstrate appropriate audience behavior. (MU.D.2.3.2) 7. Describe the cultural context of literature performed. (MU.C.1.3.1) 8. Develop a criteria for evaluating music preference. (MU.E.2.3.2) 9. Describe applications for processing music using technology (computers, synthesizers, and sequencers). (MU.B.2.3.1) 10. Evaluate performance of self and others. (MU.D.2.3.1) (MU.D.2.3.2) 11. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 12. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 13. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 14. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can develop a criteria for evaluating musical performances of self and others. (MU.A.1.3.3) B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.A.1.3.3) C. The student can verbally or in writing identify cultural and stylistic characteristics of a variety of literature. (MU.C.1.3.1) D. The student can justify personal musical preferences using established criteria. (MU.E.2.3.2) E. The student can describe how to apply technology to process music. (MU.B.2.3.1) F. The student can differentiate between contrasting forms and styles of literature. (MU.C.1.3.1) G. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1) H. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) I. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)