

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Read and label pitch and duration notation in the treble and bass clef including ledger lines of the Grand Staff and octave signs above and below the Grand Staff. (MU.A.2.3.1)</li> <li>2. Identify visually and aurally all intervals within one octave (ascending and descending). (MU.A.3.4.2) (MU.D.1.4.1)</li> <li>3. Identify and write the pentatonic scale, the chromatic scale and diatonic scales in C, D, G, F, Bb, Eb and A, and their relative minors. (MU.A.3.4.2) (MU.A.3.4.3)</li> <li>4. Build major or minor triads on specific degrees of the diatonic scale in root position and first and second inversion. (MU.A.3.4.2)</li> <li>5. Label triads with correct Roman numerals and inversion numbers. (MU.A.3.4.2)</li> <li>6. Identify aurally major and minor chord qualities, scales and short melodic patterns. (MU.D.1.4.1)</li> <li>7. Recognize and aurally identify chord progressions using I, IV, V, V7, vi, ii, and iii chords in various keys. (MU.D.1.4.1)</li> <li>8. Identify and notate visually and aurally intricate pitch and rhythmic patterns and simple harmonic progressions. (MU.A.3.4.2)</li> <li>9. Identify and construct key signatures for all major keys. (MU.D.1.4.2)</li> <li>10. Identify whole, half, quarter, eighth, sixteenth and dotted notes and their corresponding rests. (MU.A.3.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>B. The student can sight sing simple diatonic melodies within one octave using whole, half, quarter, eighth notes and dotted values their corresponding rests. (MU.A.3.4.1)</li> <li>C. The student can transpose simple melodies in 7 major and 7 minor keys. (MU.B.1.4.2)</li> <li>D. The student can identify aurally and in writing simple chord progressions—in literature performed. (MU.A.3.4.3)</li> <li>E. The student can notate 4-part triadic passages on the grand staff utilizing root position, first inversion, and second inversion in the keys of C, F, G, Bb, D major and a, d, e minor in I, IV, V, I(i, iv, V, i) chord progression. (MU.A.3.4.3)</li> </ol>

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<p>II Expressive and Stylistic Characteristics</p> <p>III Techniques</p>	<ol style="list-style-type: none"> <li>11. Identify aurally and in writing duple, triple and syncopated rhythms. (MU.D.1.4.1)</li> <li>12. Identify and describe meter signs in simple compound and mixed meters. (MU.D.1.4.1)</li> <li>13. List the rules of composition for melodies and chord progressions and simple 4 part writing. (MU.D.1.4.2)</li> <li>14. Read and follow an assigned part on a musical score. (MU.A.3.3.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Define common musical terms for tempo, dynamics, articulations, and other music signs. (MU.D.1.3.2)</li> <li>2. List the musical characteristics and significant composers of all major music periods (historical) and several stylistic genres. (MU.C.1.3.1)</li> <li>3. Compare uses of pitch, duration, expressive characteristics, and form in the music of five different cultures. (MU.C.1.3.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Perform melodies and chords at the keyboard, hands alone and/or together. (MU.A.2.3.1)</li> <li>2. Perform major and minor one octave scales at the keyboard or other instrument (ascending and descending) hands together. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>B. The student can list major historical eras, significant composers, and delineate musical characteristics of each era. (MU.C.1.3.1)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can sight read piano pieces that use both hands and include a chordal accompaniment. (MU.A.3.3.1)</li> <li>B. The student can demonstrate appropriate hand position and finger patterns when playing songs, scales and chord progressions at the keyboard. (MU.A.2.3.1)</li> </ol>

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