

| COMPONENT                                   | OBJECTIVES   | COMPETENCY   |
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| I Music Literacy                            | <ol style="list-style-type: none"> <li>1. Demonstrate aural recognition of rhythmic patterns including syncopation, sixteenth notes, and dotted rhythms.<br/>(MU.A.3.3.3)</li> <li>2. Write a simple dictated melodic example that includes accidentals.<br/>(MU.A.3.3.3)</li> <li>3. Demonstrate aural and visual recognition of intervals.<br/>(MU.A.3.3.3)</li> <li>4. Read and write rhythm patterns including dotted rhythms and syncopation.<br/>(MU.A.3.3.3)</li> <li>5. Aurally identify major and minor scales and chords.<br/>(MU.A.3.3.2)</li> <li>6. Define and discriminate simple, compound, and mixed time signatures.<br/>(MU.A.3.3.2)</li> <li>7. Identify all major and minor key signatures.<br/>(MU.A.3.3.2)</li> <li>8. Read accidentals.<br/>(MU.A.3.3.2)</li> <li>9. Identify discrepancies between printed notation and aural performance.<br/>(MU.D.1.3.2)</li> <li>10. Demonstrate music reading independence.<br/>(MU.A.3.3.1)</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can independently sing one vocal part of an advanced level middle school ensemble selection while the other parts are played or sung.<br/>(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.<br/>(MU.A.3.3.2)</li> <li>C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed.<br/>(MU.A.3.3.2)</li> <li>D. The student can write tonal patterns and rhythmic patterns that are played or sung.<br/>(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 music in a variety of styles.<br/>(MU.A.1.3.2)</li> <li>2. Express the meaning of a text.<br/>(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 including tempo and dynamic markings.<br/>(MU.A.3.3.2)</li> <li>4. Demonstrate varied dynamic levels for balance.<br/>(MU.A.1.3.3)</li> </ol>  | <ol style="list-style-type: none"> <li>A. The student can technically and stylistically perform a vocal selection in a concert setting.<br/>(MU.A.1.3.3)</li> <li>B. The student can stylistically perform literature as a member of a small group for evaluation in class.<br/>(MU.A.1.3.2)</li> </ol>  |

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| <p>III Forms and Structures</p> | <ol style="list-style-type: none"> <li>5. Demonstrate varied vowel shapes for blend.<br/>(MU.A.1.3.3)</li> <li>6. Relate music to its historical and cultural context.<br/>(MU.E.2.3.3)</li> <li>7. Classify literature based on visual recognition of stylistic elements in score.<br/>(MU.C.1.3.1)</li> </ol><br><ol style="list-style-type: none"> <li>1. Recognize and describe the voice classifications found in a middle school ensemble.<br/>(MU.A.1.3.1)</li> <li>2. Explain the organization of a vocal score.<br/>(MU.A.1.3.1)</li> <li>3. Demonstrate ability to track any voice part throughout a vocal score.<br/>(MU.A.1.3.1)</li> <li>4. Identify the principal melodic line as it appears in the voicings of a score.<br/>(MU.A.1.3.1)</li> <li>5. Identify form and structure of the literature performed.<br/>(MU.A.1.3.2)</li> <li>6. Distinguish between unison singing and harmony.<br/>(MU.A.1.3.1)</li> <li>7. Visually analyze and identify potential rhythmic problems prior to performance.<br/>(MU.A.1.3.3)</li> <li>8. Visually analyze and identify potential melodic problems prior to performance.<br/>(MU.A.1.3.3)</li> <li>9. Aurally identify cadences and suspensions.<br/>(MU.D.1.3.2)</li> </ol> | <ol style="list-style-type: none"> <li>C. The student can independently analyze lyrics with regard to expression.<br/>(MU.A.1.3.2)</li> <li>D. The student can adjust individual dynamic level and modify vowel color for balance and blend.<br/>(MU.A.1.3.3)</li> <li>E. The student can sing a variety of ensemble literature using appropriate style.<br/>(MU.A.1.3.2)</li> </ol><br><ol style="list-style-type: none"> <li>A. The student can analyze a vocal score with regard to organization, voicings, style, form, and potential performance problems.<br/>(MU.D.1.3.2)</li> <li>B. The student can aurally and visually distinguish between unison and harmony in vocal literature.<br/>(MU.D.1.3.2)</li> <li>C. The student can aurally identify suspensions and cadences.<br/>(MU.D.1.3.2)</li> </ol> |

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| IV Technique | <p>10. Recognize contrasting forms and styles of music.<br/>(MU.C.1.3.1)</p> <p>11. Relate music to its historical and cultural context.<br/>(MU.E.2.3.3) (MU.E.1.3.1)</p> <p>1. Demonstrate independent singing skills.<br/>(MU.A.1.3.1)</p> <p>2. Consistently sing with proper posture and breath control.<br/>(MU.A.1.3.3)</p> <p>3. Consistently execute vertical vowels.<br/>(MU.A.1.3.3)</p> <p>4. Demonstrate integration of vocal registers.<br/>(MU.A.1.3.1)</p> <p>5. Recognize and execute a unified vowel sound in group singing.<br/>(MU.A.1.3.3)</p> <p>6. Identify component vowel sounds in a diphthong, and indicate which is stressed.<br/>(MU.A.1.3.3)</p> <p>7. Identify and classify voiced and unvoiced consonants.<br/>(MU.A.1.3.1)</p> <p>8. Classify components of text with regard to proper diction.<br/>(MU.A.1.3.2)</p> <p>9. Sing with a focused tone.<br/>(MU.A.1.3.3)</p> <p>10. Recognize poor intonation and analyze with regard to cause.<br/>(MU.D.2.3.2)</p> <p>11. Demonstrate the ability to sing in three and four part harmony, with and without accompaniment.<br/>(MU.A.1.3.1)</p> <p>12. Characterize an ensemble performance with regard to proper vocal technique.<br/>(MU.A.1.3.2)</p> <p>13. Identify and demonstrate basic conducting patterns.<br/>(MU.A.1.3.3)</p> <p>14. Sing with proper diction in languages other than English.<br/>(MU.A.1.3.2)</p> | <p>A. The student can demonstrate the musical independence necessary for vocal ensemble performance.<br/>(MU.A.1.3.1)</p> <p>B. The student can evaluate vocal performances of oneself and peers with regard to technical issues.<br/>(MU.D.2.3.2)</p> <p>C. The student can analyze vocal texts in more than one language, to identify component vowel and consonant sounds.<br/>(MU.D.1.3.2)</p> <p>D. The student can successfully perform both accompanied and a cappella ensemble literature in a variety of styles.<br/>(MU.A.1.3.1) (MU.A.1.3.2)</p> <p>E. The student can conduct a simple song using basic conducting patterns.<br/>(MU.A.1.3.3)</p> |

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