

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> <li>1. Demonstrate aural recognition of rhythmic patterns, including syncopation. (MU.D.1.4.1)</li> <li>2. Demonstrate aural recognition of tonal patterns. (MU.D.1.4.1)</li> <li>3. Identify intervals in the major scale. (MU.A.3.4.2)</li> <li>4. Read and write rhythmic patterns, including dotted rhythms, ties and syncopation. (MU.A.3.4.1)(MU.A.3.4.3)</li> <li>5. Read and write tonal patterns. (MU.A.3.4.1)(MU.A.3.4.3)</li> <li>6. Aurally identify all major and minor scale forms and chords. (MU.A.3.4.2)</li> <li>7. Define and discriminate simple and compound time signatures. (MU.A.3.4.2)</li> <li>8. Identify all major and relative minor key signatures. (MU.A.3.4.2)</li> <li>9. Identify accidentals and explain their function, i.e., sharp, flat, natural. (MU.A.3.4.2)</li> <li>10. Identify discrepancies between printed notation and aural performance. (MU.A.3.4.2)</li> <li>11. Aurally identify and define a chromatic scale. (MU.D.1.4.1)(MU.A.3.4.2)</li> <li>12. Develop music reading independence. (MU.A.3.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can sight sing a simple melody that includes accidentals, ties, syncopation and dotted rhythms. (MU.A.3.4.1)(MU.A.3.4.2)</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.3.4.2)</li> <li>C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed. (MU.A.3.4.2)</li> <li>D. The student can write tonal patterns and rhythmic patterns that are played or sung. (MU.A.3.4.3)</li> <li>E. The student can sight read a basic eight measure rhythmic example written in compound meter. (MU.A.3.4.1)(MU.A.3.4.2)</li> <li>F. The student can identify a variety of scales and chord forms. (MU.A.3.4.2)</li> <li>G. The student can correctly perform literature as a member of a small group for purpose of evaluation. (MU.A.3.4.3)</li> </ol>
II Expressive and Stylistic Characteristics	<ol style="list-style-type: none"> <li>1. Identify and execute a simple phrase at a specified tempo. (MU.D.1.4.3)</li> <li>2. Express the meaning of a text. (MU.D.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can successfully perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.D.1.4.3)</li> </ol>

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> <li>3. Identify and execute all musical terms and symbols found in literature performed. (MU.A.3.4.2)</li> <li>4. Demonstrate varied dynamic levels for balance. (MU.A.1.4.3)(MU.D.1.4.3)</li> <li>5. Demonstrate varied vowel shapes for blend. (MU.A.1.4.3)</li>   <li>1. Recognize and describe the voice classifications found in middle school chorus. (MU.D.1.4.1)</li> <li>2. Explain the organization of a vocal score. (MU.A.3.4.2)</li> <li>3. Demonstrate ability to track any voice part throughout a vocal score. (MU.A.3.4.1)</li> <li>4. Identify the principal melodic lines as it appears in the voicing of a score. (MU.D.1.4.1)(MU.D.1.4.2)</li> <li>5. Identify form and organizational structure of the literature performed. (MU.D.1.4.1)(MU.D.1.4.2)</li> <li>6. Distinguish between unison singing and harmony. (MU.D.1.4.1)</li> <li>7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.2)</li> <li>8. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.2)</li> <li>9. Define and aurally recognize monophonic, homophonic and polyphonic music examples. (MU.D.1.4.1)(MU.D.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can analyze lyrics with regard to expression. (MU.D.1.4.3)</li>   <li>C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3)</li>       <li>A. The student can analyze a vocal score with regard to organization, voicing, form and potential performance problems. (MU.D.1.4.2)</li>   <li>B. The student can aurally and visually distinguish between unison and harmony in vocal literature. (MU.D.1.4.1)</li> </ol>

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IV Technique	<ol style="list-style-type: none"> <li>1. Respond to conducting gestures in an ensemble setting. (MU.A.1.4.3)</li> <li>2. Consistently sing with proper posture and breath control. (MU.A.1.4.1)</li> <li>3. Consistently execute vertical vowels. (MU.A.1.4.1)</li> <li>4. Demonstrate appropriate use of vocal registers. (MU.A.1.4.1)</li> <li>5. Recognize and execute a unified vowel sound in group singing. (MU.A.1.4.3)</li> <li>6. Identify component vowel sound sin a diphthong and indicate which is stressed. (MU.A.1.4.1)</li> <li>7. Identify and classify voiced and unvoiced consonants. (MU.A.1.4.1)</li> <li>8. Classify components of text with regard to proper diction. (MU.A.1.4.1)</li> <li>9. Consistently sing with a focused tone. (MU.A.1.4.1)</li> <li>10. Consistently sing in tune. (MU.A.1.4.1)</li> <li>11. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1)</li> <li>12. Demonstrate the ability to sing harmony with and without accompaniment. (MU.A.1.4.1)</li> <li>13. Characterize a choral performance with regard to proper vocal technique. (MU.A.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can sing a vocal line in an acceptable singing tone as a member of a small group or as a solo. (MU.A.1.4.1)</li> <li>B. The student can evaluate vocal performances of oneself and peer with regard to technical issues. (MU.D.2.4.1)(MU.D.2.4.2)</li> <li>C. The student can analyze a vocal text to identify component vowel and consonant sounds. (MU.A.1.4.1)</li> <li>D. The student can successfully perform both accompanied and acappella choral literature. (MU.A.1.4.1)</li> </ol>
V Personal/Social Musical Development and Life Long Learning	<ol style="list-style-type: none"> <li>1. Participate in music activities.</li> <li>2. Demonstrate behaviors that reflect a positive contribution to a group effort.</li> <li>3. Explain the importance of punctuality for both rehearsals and performances.</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.D.2.4.1)(MU.D.2.4.2)</li> </ol>

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	<ol style="list-style-type: none"> <li>4. Follow rehearsals instructions quickly for maintaining rehearsal momentum.</li> <li>5. Demonstrate performance poise.</li> <li>6. Demonstrate appropriate audience behavior during musical performance at school and in the community.</li> <li>7. Describe the cultural context of literature performed. (MU.C.1.4.1)(MU.C.1.4.3)</li> <li>8. Develop a criteria for evaluating music preference. (MU.E.2.4.2)</li> <li>9. Describe applications for processing music using technology (computers, synthesizers, and sequence).</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>B. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2)</li> <li>C. The student can participate in musical performances, both as a performer and as a member of the audience.</li> <li>D. The student can verbally or in writing identify cultural characteristics of a variety of literature. (MU.C.1.4.1)(MU.C.1.4.3)</li> <li>E. The student can describe how to apply technology to process music.</li> <li>F. <i>The students 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>