

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.3.4.2)</li> <li>2. Identify visually and aurally and perform intervals all within one octave (ascending and descending) and intervals beyond one octave. (MU.A.3.4.2)</li> <li>3. Identify and write the pentatonic, whole tone, modal, chromatic scale and diatonic scales in all major and minor keys (melodic and harmonic) on the treble and bass clefs. (MU.A.3.4.2)</li> <li>4. Build major or minor triads and all inversions on any degree of the diatonic scale. (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 and visually major, minor and 7<sup>th</sup> chords, major and minor scales and melodic patterns. (MU.D.1.4.1)</li> <li>7. Recognize and identify aurally chord progressions using I, IV, and V7 chords in all major and minor keys. (MU.D.1.4.1)</li> <li>8. Identify visually and aurally and notate complex pitch and rhythmic patterns and harmonic progressions. (MU.D.1.4.1)</li> <li>9. List the rules of composition for simple melodies, chord progressions and 4 part writing. (MU.D.1.4.2)</li> <li>10. Identify and construct key signatures for all major and minor keys. (MU.A.3.4.2)</li> <li>11. Identify aurally and in writing duple, triple and syncopated rhythms. (MU.D.1.4.1) (MU.A.3.4.3)</li> <li>12. Identify and describe meter signs in simple, compound and mixed meters. (MU.A.3.4.2)</li> <li>13. 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 compose a melody using chord tones, passing tones, neighboring tones, anticipations, suspensions and appoggiaturas and harmonize with a chord accompaniment with all relevant chords that adhere to established rules of composition in major and minor keys. (MU.B.2.4.1)</li> <li>B. Compose an original four part work depicting contrasting stylistic sections, or arrange an existing work for a selected medium. (MU.B.2.4.1)</li> <li>C. The student can sight sing complex melodies using whole, half, quarter, eighth, sixteenth and dotted notes and their corresponding rests in syncopated and non-syncopated rhythms. (MU.A.3.4.1)</li> <li>D. The student can transpose simple melodies in all major and minor keys. (MU.B.2.4.2)</li> <li>E. Realize a 4 part harmonization of a given melody with figured bass, 8 measures long in 4/4 meter in all major and minor keys utilizing appropriate diatonic chords. (MU.S.2.4.2)</li> <li>F. Write 8 measure, 2 part contrapuntal melody with appropriate voice leading and implied harmonic relationships. (MU.B.2.4.1)</li> </ol>

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<p>II Expressive and Stylistic Characteristics</p>	<p>14. Read and follow an assigned part on a musical score. (MU.A.2.4.1)</p> <p>15. Analyze tonality, harmonic relationships and cadences in 2 part counterpoint. (MU.D.1.4.2)</p> <p>1. Define common musical terms for tempo, dynamics, articulations, and other music signs found in Grade IV performance literature. (MU.A.3.4.2)</p> <p>2. Identify from written and aural examples, representative compositions from all major periods. (MU.C1.4.3)</p> <p>3. Compare uses of pitch, duration, expressive characteristics and form in the music of 5 different cultures. (MU.C.1.4.3)</p>	<p>A. The student can identify, analyze and describe (using music vocabulary) aurally presented music literature as to period, style cultural orientation, and theoretical principles. (MU.C.1.4.3)</p> <p>B. The student can compare and contrast characteristics from major musical eras. (MU.C.1.4.1)</p>
<p>III Techniques</p>	<p>1. Perform melodies and chords at the keyboard hands together. (MU.A.2.4.1)</p> <p>2. Perform major, minor and modal one octave scales (ascending and descending) at the keyboard or other instrument. (MU.A.2.4.1)</p>	<p>A. The student can read and perform at the keyboard piano pieces of moderate difficulty that uses both hands. (MU.A.2.4.1)</p> <p>B. The student can demonstrate appropriate hand positions and fingering patterns when playing songs, scales, and chord progressions on the keyboard. (MU.A.2.4.1)</p>

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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, theme and variations and sonata). (MU.D.1.4.2)</li> <li>2. Describe all major and smaller musical forms. (MU.D.1.4.2)</li> <li>3. Write compositions using musical structures. (MU.B.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can analyze aurally presented literature as to simple structures and major form. (MU.D.1.4.2)</li> <li>B. The student can compose an original 4 part work depicting contrasting stylistic sections, or arrange an existing work for a selected medium. (MU.B.2.4.1)</li> </ol>
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> <li>1. Develop a criteria for evaluating music performance and preference. (MU.D.2.4.1) (MU.D.2.4.2) (MU.E.2.4.2)</li> <li>2. Keep a listening list of music heard with a short description of each selection and personal comments. (MU.E.2.4.2)</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.2.3.3)</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 justify personal musical preferences (using musical criteria). MU.E.2.4.2)</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.E.2.4.2)</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>