

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Demonstrate aural and visual recognition of rhythmic patterns, including syncopation. (MU.D.1.4.1) 2. Demonstrate aural and visual recognition of tonal patterns. (MU.D.1.4.1) 3. Identify intervals in the major scale. (MU.A.3.4.2) 4. Read and write rhythmic patterns, including dotted rhythms and syncopation. (MU.A.3.4.1)(MU.A.3.4.2)(MU.A.3.4.3) 5. Read and write tonal patterns. (MU.A.3.4.1)(MU.A.3.4.2)(MU.A.3.4.3) 6. Aurally identify major and minor modes and chords. (MU.D.1.4.1) 7. Define and discriminate simple and compound time signatures. (MU.A.3.4.2) 8. Identify all major and minor key signatures. (MU.A.3.4.2) 9. Read accidentals. (MU.A.3.4.2) 10. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.2) 11. Develop music reading independence. (MU.A.3.4.1)(MU.A.3.4.2) 	<ol style="list-style-type: none"> A. The student can sight sing a melody that includes accidentals, syncopation and dotted rhythms in English and one more language. (MU.A.3.4.1)(MU.A.3.4.2)(MU.A.1.4.2) B. The student can group notes and rests into measures in a variety of time signatures. (MU.A.3.4.2) C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed. (MU.A.3.4.2) D. The student can write tonal patterns and rhythmic patterns that are played or sung. (MU.A.3.4.3) E. The student can correctly perform literature for purpose of evaluation. (MU.A.3.4.1)(MU.A.3.4.2)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1 Identify and execute a simple phrase at a specific tempo. (MU.D.1.4.3) 2 Identify and execute expressive markings in the literature performed. (MU.D.1.4.3) 3 Express the meaning of a text. (MU.D.1.4.3) 4 Define musical terms and expression found in literature performed. (MU.D.1.4.3) 5 Demonstrate varied dynamic levels. (MU.D.1.4.3) 	<ol style="list-style-type: none"> A. The student can analyze stylistically perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.D.1.4.3) B. The student can analyze lyrics with regard to expression. (MU.D.1.4.3)

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III Forms and Structures	<p>6. Demonstrate varied vowel shapes for style and blend. (MU.A.1.4.3)</p> <p>7. Identify visually and aurally the characteristics common to various styles of high/low choral literature. (MU.C.1.4.1)</p> <p>1. Recognize and describe the singing voice classifications. (MU.A.3.4.2)</p> <p>2. Explain the organization of a 4 part vocal score. (MU.A.3.4.2)</p> <p>3. Demonstrate ability to track any voice part throughout a 4 part vocal score. (MU.D.1.4.1)</p> <p>4. Identify the principal melodic line as it appears in the voicing of a score. (MU.D.1.4.2)</p> <p>5. Identify form and organizational structure of the literature performed including binary, ternary, rondo, verse and refrain, strophic, and through composed. (MU.D.1.4.2)</p> <p>6. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.2)</p> <p>7. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.2)</p> <p>8. Aurally identify cadences. (MU.D.1.4.1)</p>	<p>C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3)</p> <p>A. The student can analyze a 4 part vocal score with regard to organization, voicing, form and potential performance problems. (MU.D.1.4.2)</p> <p>B. The student can aurally and visually distinguish between unison and harmony in vocal literature. (MU.D.1.4.1)</p>
IV Technique	<p>1. Consistently sing with proper posture and breath control. (MU.A.1.4.1)</p> <p>2. Consistently execute vertical vowels. (MU.A.1.4.1)</p> <p>3. Demonstrate appropriate use of vocal registers. (MU.A.1.4.1)</p>	<p>A. The student can sing a vocal line in an acceptable tone as a member of small group or as a solo. (MU.A.1.4.1)</p>

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> 4. Recognize and execute pure vowel sounds. (MU.A.1.4.1) 5. Identify component vowel sounds in a diphthong and indicate which is stressed. (MU.A.1.4.1) 6. Identify and classify voiced and unvoiced consonants. (MU.A.1.4.1) 7. Classify components of text with regard to proper diction. (MU.A.1.4.1) 8. Consistently sing with a focused tone. (MU.A.1.4.1) 9. Correct pitch discrepancies in a high/low ensemble performance. (MU.A.1.4.3) 10. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1) 11. Demonstrate the ability to sing 3 and 4 part harmony, with and without accompaniment. (MU.A.1.4.1) 12. Characterize a singing performance with regard to proper vocal technique. (MU.A.1.4.3) 13. Identify and demonstrate basic conducting techniques. (MU.A.1.4.3) 14. Sing with proper diction in languages other than English. (MU.A.1.4.2) <ol style="list-style-type: none"> 1. Participate in music activities. (MU.A.1.4.3) 2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.4.3) (MU.A.2.3.3) 3. Explain the importance of punctuality for both rehearsals and performances. (MU.A.1.4.3) 4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.A.2.3.2) (MU.A.2.3.3) 	<ol style="list-style-type: none"> B. The student can evaluate vocal performances on oneself and peers with regard to technical issues (breath support, open throat, relaxed jaw, clear consonants, crisp articulation, posture, etc.). (MU.D.2.4.1) (MU.D.2.4.2) C. The student can analyze a vocal text in more than on language identify component vowel and consonant sounds. (MU.A.1.4.2) D. Describe the physical structure of the breathing apparatus. (MU.A.1.4.1) E. The student can successfully perform both accompanied and a cappella choral literature. (MU.A.1.4.1) F. The student can demonstrate basic conducting patterns to conduct a student ensemble (MU.A.1.4.3) <ol style="list-style-type: none"> 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) B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.D.2.4.1)

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	<ol style="list-style-type: none"> 5. Demonstrate performance poise. (MU.A.1.4.3) 6. Demonstrate appropriate audience behavior. (MU.D.2.4.1) 7. Describe the cultural context of literature performed. (MU.C.1.4.1) (MU.C.1.4.3) 8. Develop a criteria for evaluating music preference. (MU.E.2.4.2) 9. Describe applications for processing music using technology (computers, synthesizers, and sequences). (MU.E.2.3.1) 10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 11. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 13. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> C. 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) D. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2) E. The student can describe how to apply technology to process music. (MU.E.2.3.1) F. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) G. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) H. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)