

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Play and write moderately difficult/difficult 8-12 measure rhythmic/ melodic patterns presented aurally. (MU.A.3.4.3) 2. Locate keys on the keyboard according to their letter names and associate with all possible notation variables in treble and bass clef. (MU.A.3.4.1) 3. Identify and perform music using all possible rhythmic patterns including double dotted notes and rests in simple, compound and mixed meters. (MU.A.3.4.2) 4. Define the function of all key and time signatures in literature performed. (MU.A.3.4.2) 5. Describe the whole and half-step pattern in all major and minor keys. (MU.A.3.4.2) 6. Identify discrepancies in pitch and duration between aurally presented passages and written notation. (MU.D.1.4.2) 7. Identify all scale degree chords in all major and minor keys. (MU.A.3.4.2) 8. Transpose moderately difficult/difficult 8-12 measure melodies hands together. (MU.B.1.4.1) (MU.B.1.4.2) 9. Sight-read moderately difficult/difficult measure melodies in all major and minor keys. (MU.A.3.4.1) 10. Perform a memorized moderately difficult/difficult solo before their peers and/or jury. (MU.A.2.4.2) 11. Perform moderately difficult/difficult duets as a class ensemble. (MU.A.2.4.3) 	<ol style="list-style-type: none"> A. The student can imitate and/or write on moderately difficult rhythmic, melodic, and harmonic patterns presented aurally and harmonize a melody in a 4 part chorale style. (MU.A.3.4.3) (MU.D.1.4.1) (MU.B.1.4.1) B. The student can perform selected literature from all musical periods and stylistic genre from notation applying correct fingering and hand positions including a memorized solo and as a member of an ensemble. (MU.A.2.4.2) (MU.A.2.4.3) C. The student can transpose intermediate level songs at sight. (MUB.1.4.1) (MU.B1.4.3) D. The student can sight read unstudied material with the equivalent difficulty of Grade III material. (MU.A.3.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Expressive and Stylistic Characteristic</p>	<ol style="list-style-type: none"> 1. Maintain specific tempo consistently throughout the length of a song. (MU.A.2.4.1) 2. Play melodies and choral progressions at dynamic levels indicated in the score. (MU.D.1.4.3) 3. Play melodies using various articulations (e.g. legato, staccato, marcato). (MU.D.1.4.3) 4. Define, identify and execute expressive markings in the score. (MU.D.1.4.3) 5. Identify aurally and/or visually the musical characteristics that are unique to various styles of keyboard music (e.g. modern and all forms of popular music). (MU.D.1.4.1)(MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3) 	<ol style="list-style-type: none"> A. The student can demonstrate expressive characteristics in literature performed. (MU.D.1.4.3) B. The student can compare and contrast musical characteristics of numerous styles of keyboard music. (MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3)
<p>III Technique</p>	<ol style="list-style-type: none"> 1. Play progressively difficult strengthening and facility exercises and solo literature using correct fingerings and hand positions. (MU.A.2.4.2) 2. Play difficult left hand accompaniments that include various styles. (MU.B.1.4.1)(MU.A.2.4.2) 3. Play all major and minor scales hands together in two or more octaves. (MU.A.2.4.2) 4. Play I, IV, V, and V7 choral progressions hands together in all major and minor keys. (MU.A.2.4.2) 	<ol style="list-style-type: none"> A. The student can demonstrate a high degree of technical facility in performing pieces, melodic passages and scales (speed, fluidity, accuracy of rhythm and pitch, consistency of tempo, etc.). (MU.A.2.4.2) B. The student can perform a large repertoire of choral progressions and accompaniments in all major and minor keys. (MU.A.2.4.2)(MU.B.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
IV Forms and Structures	<ol style="list-style-type: none"> 1. Analyze the organization of selected keyboard literature including waltzes, nocturnes, preludes, fugues, sonata-allegro and concerto form. (MU.D.1.4.2) 2. Identify melody, counter melody, bass line, accompaniment and other common harmonic techniques of difficult keyboard music. (MU.D.1.4.1) 	<ol style="list-style-type: none"> A. The student can analyze and identify the form and harmonic techniques and interpret the works being rehearsed and performed. (MU.D.1.4.2)
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> 1. Establish criteria for evaluating music performance. (MU.D.2.4.1) 2. Critique and evaluate performances of self and others using appropriate music vocabulary. (MU.D.2.4.2) 3. Determine and justify personal preferences of musical styles. (MU.E.2.4.2) 4. Describe applications for processing music using technology (computers, synthesizers and sequences). 5. Describe the historical and cultural context of literature performed. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3) (MU.E.1.4.2) 6. Diversity musical skills through accompanying vocal and instrumental solos and ensembles. (MU.A.2.4.3) 7. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 8. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 9. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 10. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. The student can express basic music judgment regarding the performance of self and others with attention to technical and musical aspects. (MU.D.2.4.1) (MU.D.2.4.2) B. The student can describe how to apply technology to the processing of music. C. The student can identify cultural characteristics and variety of literature. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3) (MU.E.1.4.2) D. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) E. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) F. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)