

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Play by rote (imitate) on the soprano recorder, songs containing melodic patterns (range: c'-d'') while using a pitch (alphabet) language. (MU.A.2.2.4)</li> <li>2. Read melodic notation in rhythm using a meter language and a pitch (alphabet) language. (MU.A.2.2.1)(MU.A.2.2.2)</li> <li>3. Read and play notation for songs and melodic patterns on the soprano recorder (range: c'-d''). (MU.A.2.2.1)(MU.A.2.2.2)</li> <li>4. Identify alphabet names of visually presented lines and spaces (range: f'-c'').</li> <li>5. Read and play notation for songs and melodic patterns on melody bells and keyboard instruments (range: f'-c''). (MU.A.2.2.1)(MU.A.2.2.2)</li> <li>6. Sight read notation from unstudied materials on recorders, bells, keyboards and percussion instruments (range appropriate to instrument).</li> <li>7. Read and follow an assigned part on a music score.</li> <li>8. Sing by rote, songs containing vocal patterns with larger intervals (4<sup>th</sup>, 5<sup>th</sup>, and octave) while using a movable "do" language. (MU.A.1.2.1)</li> <li>9. Demonstrate hand signs for aurally presented vocal pitch patterns.</li> <li>10. Sing songs and vocal pitch patterns by 'reading' a leader's hand signs.</li> <li>11. Describe and sing from memory vocal pitch patterns, given verbal direction or aural presentation, using hand signs and movable language.</li> <li>12. Read and sing notation for melodic patterns and songs with larger intervals (4<sup>th</sup>, 5<sup>th</sup>, and octave) from notation using hand signs and movable "do" language. (MU.A.3.2.1)</li> <li>13. Sight sing melodic patterns and songs with larger intervals (4<sup>th</sup>, 5<sup>th</sup>, and octave) from notation using hand signs and movable "do" language. (MU.A.3.2.1)</li> <li>14. Identify aurally presented pitches as to direction (ascending and descending) and interval (2<sup>nd</sup>, 3<sup>rd</sup>, repeat). (MU.D.1.2.1)</li> <li>15. Identify alphabet names of visually presented lines and spaces (range: treble clef; f-c'').</li> <li>16. Identify visually presented staff notation as to pitch direction ascending and descending) and interval (2<sup>nd</sup>, 3<sup>rd</sup>, repeat).</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can read and play notated music on a soprano record (range: treble clef; c-d''). (MU.A.2.2.1)(MU.A.2.2.2)(MU.A.2.2.4)             <ol style="list-style-type: none"> <li>1. The student can read and perform the rhythmic notation found in the melodic literature studied. (MU.A.2.2.1)(MU.A.2.2.2)(MU.A.2.2.4)</li> <li>2. The student can read and play notated music on melody bells, pianos, or other keyboards instruments (range: f below to c'' above the treble clef). (MU.A.2.2.1)(MU.A.2.2.2)(MU.A.2.2.4)</li> </ol> </li> <li>B. The student can sing by rote songs containing vocal patterns with larger intervals, using movable "do" language. (MU.A.1.2.1)</li> <li>C. The student can read and sing notated songs with larger intervals (4<sup>th</sup>, 5<sup>th</sup>, octave) while using hand signs and movable "do" language. (MU.A.3.2.1)</li> <li>D. The student can identify aurally and visually presented rhythmic, melodic and vocal pitch patterns and notate these patterns found in literature performed. (MU.A.3.2.3)(MU.D.1.2.1)</li> </ol>

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II Technique	<p>17. Identify aurally presented songs and listening repertoire by title.</p> <p>18. Identify the title of songs from notation of literature performed.</p> <p>19. Notate dicated melodic patterns (f-c”).</p> <p>20. Notate dicated vocal patterns (do re mi fa sol la ti do’). (MU.A.3.2.3)</p> <p>21. Make up, improvise and play short melodic patterns for soprano recorder, melody bells and piano/keyboards, range appropriate to instrument. (MU.B.1.2.1)(MU.B.1.2.2)</p> <p>22. Compose, notate and play original melodies for soprano recorder, melody bells and piano/keyboards, range appropriate to instrument. (MU.B.2.2.1)(MU.B.2.2.2)</p> <p>23. Make up, improvise and sing short vocal pitch patterns with larger intervals; 4<sup>th</sup>, 5<sup>th</sup>, and octave. (MU.B.1.2.1)(MU.B.1.2.2)</p> <p>24. Compose, notate and sing original songs with larger intervals; 4<sup>th</sup>, 5<sup>th</sup>, and octave. (MU.B.2.2.1)(MU.B.2.2.2)</p> <p>25. Make up and/or write lyrics for existing songs and student composed melodies. (MU.B.1.2.1)(MU.B.1.2.2)</p> <p>26. Compose, notate and play percussion music for melodies performed. (MU.B.2.2.1)(MU.B.2.2.2)</p> <p>27. Read, write, identify and use appropriate music vocabulary including but not limited to: soprano recorder, fingerings, fingering chart, accidental, meter, meter signature, auto/Chroma harp, chords, chord tones, 2 part singing, composite forms; symphony, opera, ballet etc. (MU.D.1.2.3)</p> <p>1. Maintain tonal accuracy when singing rounds an canons as a member of a small group or duet without an accompaniment. (MU.A.1.2.1)</p> <p>2. Maintain a 2nd vocal part in 2 and 3 part music as a member of a small a group with an accompaniment. (MU.A.1.2.1)</p> <p>3. Identify and demonstrate the use of the 5 basic singing vowels and articulated consonants when performing vocal music. (MU.A.1.2.4)</p>	<p>E. The student can create, notate and perform original music for singing and/or playing on soprano recorders, melody bells, piano or other keyboards and percussion instruments (range appropriate to instrument). (MU.B.1.2.1)(MU.B.1.2.2)(MU.B.2.2.1)(MU.B.2.2.2)</p> <p>F. The student can identify, read, write, and use appropriate music vocabulary including music signs and symbols. (MU.D.1.2.3)</p> <p>A. The student can accurately sing from memory, a repertoire of songs (2 and 3 part harmony, rounds, canons, partner, verse against chorus and unison)using head voice, characteristic tone quality, and employing vocal techniques in classroom and performance activities. (MU.A.2.2.1)(MU.A.2.2.4)</p>

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<p>III Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>4. Produce quality sound production, articulation and phrasing on the soprano recorder by using correct playing posture, breath support, tone production and tonguing technique. (MU.A.2.2.1)</li> <li>5. Identify and use correct fingerings for the soprano recorder. (MU.A.2.2.1)</li> <li>6. Interpret and use a recorder fingering chart. (MU.A.2.2.1)</li> <li>7. Handle and manage soprano recorders and music in an appropriate manner before, during and after performing. (MU.A.2.2.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Discuss how lyrics, rhythmic and melodic patterns influence the style, mood and general character of a song. (MU.B.2.2.2) (MU.C.1.2.2)</li> <li>2. Identify and respond to printed terms/symbols for degree of tempo (lento, andante, allegro, accelerando, ritard) and dynamic (p, mp, mf, f &lt;, &gt;). (MU.A.3.2.2)</li> <li>3. Identify differences in degree of tempo (lento, andante, allegro, accelerando, ritard) and dynamic (forte, mezzo, piano, crescendo, decrescendo) given aural presentation. (MU.A.3.2.2)</li> <li>4. Discuss the appropriateness of tempo and dynamic choices made for music performed by self or others. (MU.D.2.2.2)</li> <li>5. Sing, play and listen to a variety of music which include: folk, patriotic, holiday and composed (representing many cultures, styles and time periods). (MU.A.1.2.3)</li> <li>6. Communicate, through expressive singing and playing, the ideas of the lyrics and rhythmic and melodic patterns of a song. (MU.A.1.2.3)</li> </ol>	<p>B. The student can play instruments (soprano, recorder, autoharp, piano, or other keyboard, melody bells and percussion/ rhythm) using appropriate technique and care in classroom and performance activities. (MU.A.2.2.1)</p> <p>A. The student can describe as a performer and/ or listener, verbally and in writing, how expressive characteristics, rhythmic and melodic patterns affect the mood, general character and style of a piece of music. (MU.A.3.2.2) (MU.B.2.2.2) (MU.B.1.2.2) (MU.D.2.2.2)</p> <p>B. The student can appropriately perform the expressive and stylistic characteristics of a repertoire of vocal and instrumental literature which includes patriotic, folk, holiday and composed and music representative of many cultures, styles and times. (MU.A.1.2.3) (MU.A.3.2.2) (MU.C.1.2.3) (MU.C.1.2.2)</p>

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<p>IV Musical Structure: Forms and Harmony</p>	<ol style="list-style-type: none"> <li>7. Adjust the tempo (lento/andante/allegro) and dynamics (forte, mezzo, piano) of performance to reflect the expressive and stylistic characteristics of the piece of music. (MU.A.1.2.3) (MU.C.1.2.3) (MU.A.3.2.2) (MU.C.1.2.2)</li> <li>8. Classify music heard by type (patriotic, folk, holiday, composed, etc.) and general character (march, lullaby, dance, children's, popular, etc.) given aural presentation. (MU.C.1.2.1) (MU.C.1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)</li> <li>9. Classify music studied in broad categories of time, style and composer or ethnic origin/influence. (MU.C.1.2.1) (MU.C.1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)</li> <li>10. Distinguish among aurally presented small performance ensembles (string quartet, woodwind trio, barbershop quartet, etc.). (MU.D.1.2.2)</li> <li>11. Recognize aurally and/or visually presented vocal timbres and instruments used in non-western music studied in class. (MU.C.1.2.2) (MU.C.1.2.3) (MU.D.1.2.3)</li> </ol> <ol style="list-style-type: none"> <li>1. Recognize composite forms (symphony, opera, ballet, etc.) as larger musical ideas. (MU.D.1.2.1)</li> <li>2. Recognize the forms of contemporary and popular music. (MU.D.1.2.1)</li> <li>3. Recognize chordal, harmonic forms of 2 and 3 part harmony.</li> <li>4. Identify aurally and/or visually presented simple harmonic forms (2 and 3 part harmony) in literature performed.</li> <li>5. Identify and describe simple harmonic techniques (2 and 3 part harmony) in live, broadcast and recorded music.</li> <li>6. Play chordal accompaniments on the autoharp.</li> <li>7. Identify aurally presented cadences as complete or incomplete.</li> <li>8. Identify alphabet chord symbols visually and play on the autoharp the I, IV, and V7 chords used to accompany a melody (keys C,F, and G major).</li> <li>9. Build and spell the I, IV, V chords (keys: C,F, G major)</li> <li>10. Compose chord-outline songs.</li> </ol>	<ol style="list-style-type: none"> <li>C. The student can identify and place their performance repertoire and their music appreciation/listening repertoire into broad categories of time, style, general character and composer or ethnic origin/influence (given aural presentation). (MU.C.1.2.1) (MU.C.1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)</li> <li>D. The student can identify and describe the performing medium of live, broadcast and recorded music performances. (MU.C.1.2.2) (MU.C.1.2.3) (MU.D.1.2.3)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can identify and discuss composite forms (symphony, ballet, opera, etc.) as a performer and/or listener. (MU.D.1.2.1)</li> <li>B. The student, as a performer and listener can identify and describe simple harmonic techniques (2 and 3 part harmony) of classroom, live, broadcast and recorded music.</li> <li>C. The student can build major triads, identify aurally and visually presented simple chord (alphabet) changes (I, IV, V7). And perform chords on the autoharp.</li> </ol>

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<p>V Personal and social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> <li>1. Participate in music class activities through playing, singing, listening, reading, writing and class discussion. (MU.E.2.2.2)</li> <li>2. Volunteer/seek out opportunities to perform solos and with small groups in the music class. (MU.E.2.2.2)</li> <li>3. Independently demonstrate appropriate audience behavior for longer periods of time in different settings. (MU.E.2.2.2)</li> <li>4. Describe expectations and standards of performance for musical behaviors. (MU.D.2.2.1)</li> <li>5. Compare performance of self and others to class standards orally and in writing. (MU.D.2.2.2)</li> <li>6. Develop musical criteria to evaluate live, broadcast or recorded musical performances. (MU.D.2.2.1)</li> <li>7. Exhibit patience and perseverance to complete longer and more complex musical tasks.</li> <li>8. Independently practice or study a music assignment during class for longer periods of time.</li> <li>9. Complete longer homework assignment practice or study in a timely manner.</li> <li>10. Discuss music's role in sports events, church/temple, TV shows, movies, holiday and community events etc. (MU.E.2.2.1)(MU.E.2.2.4)</li> <li>11. Discuss family and personal use of music in leisure time activities. (MU.E.2.2.2)(MU.E.2.2.3)</li> <li>12. Identify choices and make decisions about continued use and study of music in middle school. (MU.E.2.2.3)</li> <li>13. <i>Identify careers in music.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. The student can participate in all school music activities as a performer, listener and member of an audience. (MU.E.2.2.2)</li> <li>B. The student can evaluate the performance of self and others in relation to class standards or objectives. (MU.D.2.2.1)(MU.D.2.2.2)</li> <li>C. The student can demonstrate positive study and practice habits for longer periods of times.</li> <li>D. The student can identify and discuss the role(s) music plays in his/her and other peoples' lives in the home, school and community. (MU.E.2.2.4)</li> <li>F. <i>The student can identify and define various careers in music (Composer, Performer, Conductor, Sound Technician, Teacher).</i></li> </ol>