

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Identify the lines and spaces of the treble clef. (MU.A.3.4.2) 2. Identify and describe values of whole, half, quarter, and eighth notes and their corresponding rests. (MU.A.3.4.2) 3. Group notes into measures in 2/4, 3/4, and 4/4 meters. (MU.A.3.4.2) 4. Aurally and visually identify duple and triple meters and syncopated rhythms in literature performed. (MU.A.3.4.2) 5. Read and perform simple melodies using notation. (MU.A.3.4.2) 6. Read and perform rhythmic accompaniments using notation. (MU.A.3.4.2) 7. Establish criteria for creating simple melodic and rhythmic passages. (MU.B.1.4.1) 8. Use criteria to create (compose and/or improvise) simple melodic and rhythmic passages. (MU.B.1.4.1) 9. Perform personal compositions. (MU.B.1.4.1) 	<ol style="list-style-type: none"> A. The student can sing and play simple melodies and rhythmic accompaniments in a performance situation demonstrating correct technique and reading from notation. (MU.A.1.4.1) B. The student can compose or improvise melodic patterns and rhythmic accompaniments. (MU.B.1.4.1)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Recognize and execute a simple phrase. (MU.A.1.4.1) 2. List and identify in listening examples common expressive characteristics of dynamics, tempo, etc. (MU.A.3.4.2) 3. Describe rhythmic, melodic and harmonic characteristics of a variety of styles. (MU.A.3.4.1) 4. Identify, classify and name; string, woodwind, brass, percussion, folk, and social instruments from characteristic samples presented aurally or visually. (MU.D.1.4.2) 5. Describe instrumentation used in a variety of styles. (MU.D.1.4.2) 6. Compare and contrast a variety of musical styles, genre, periods and composers. (MU.C.1.4.3) 	<ol style="list-style-type: none"> A. The student can sing and play a simple phrase in literature performed. (MU.A.1.4.1) B. The student can compare and contrast verbally and/or in writing a variety of listening examples with regard to instrumentation, style, expressive characteristics, and cultural context. (MU.C.1.4.3) C. The student can identify and define verbally or in writing common dynamic and tempo markings in a score. (MU.A.2.4.2)

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III Forms and Structures	<p>7. Explain cultural context of listening examples and performs selected ethnic music in an authentic style. (MU.C.1.4.1)</p> <p>8. Identify medium of performance (vocal, instrumental, etc.) and type of ensemble from aurally presented examples. (MU.D.1.4.2)</p> <p>1. Aurally distinguish between melody and accompaniment. (MU.D.1.4.1)</p> <p>2. Define and identify basic musical forms. (MU.D.1.4.1)</p> <p>3. Aurally identify the sections of musical ensembles and how each relates to the musical score. (MU.D.1.4.2)</p> <p>4. demonstrate ability to track an individual part throughout a score. (MU.A.3.4.2)</p> <p>5. Identify and follow repeat signs. (MU.A.3.4.2)</p> <p>6. Aurally identify duple and triple meters in listening examples. (MU.D.1.4.1)</p> <p>7. Aurally recognize syncopation in listening examples. (MU.D.1.4.1)</p>	<p>D. The student can identify and classify common musical instruments. (MU.D.1.4.2)</p> <p>A. The student can identify the musical components of a score. (MU.D.1.4.2)</p> <p>B. The student can analyze verbally or in writing a listening example with regard to phrase, meter, and basic form. (MU.D.1.4.2)</p>
IV Technique	<p>1. Recognize voice categories of singers. (MU.D.1.4.1)</p> <p>2. With teacher assistance identify his/her personal voice category. (MU.D.1.4.1)</p> <p>3. Demonstrate correct singing posture both sitting and standing. (MU.A.1.4.1)</p> <p>4. Demonstrate correct breathing to support vocal production. (MU.A.1.4.1)</p> <p>5. Identify parts of the instruments played in class. (MU.D.1.4.2)</p> <p>6. Demonstrate ability to handle and care for an instrument. (MU.A.1.4.1)</p>	<p>A. The student can identify parts of classroom instruments and demonstrate procedures for handling them. (MU.A.1.4.1)</p> <p>B. The student can identify his personal voice category and demonstrate correct posture and breath support when performing vocal music. (MU.A.1.4.1)</p>

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<p>V Personal and Social Musical Development and Lifelong Learning</p>	<p>7. Demonstrate correct hand position, fingering or embouchure where appropriate. (MU.A.1.4.1)</p> <p>1. Describe concert etiquette as it relates to obtaining tickets, arriving at the concert site, entering the concert site, listening to the concert, appropriately showing appreciation, and leaving the concert. (MU.E.1.4.2)</p> <p>2. Attend a live concert performance. (MU.E.2.4.1)</p> <p>3. Develop a criteria for evaluating different types of music. (MU.D.2.4.2)</p> <p>4. Use evaluative criteria to state and justify musical preferences. (MU.D.2.4.2)</p> <p>5. Identify daily uses of music in different cultures including one's own. (MU.C.1.4.3)</p> <p>6. Discuss the importance of music in one's own life and that of others. (MU.E.2.4.2)</p> <p>7. Discuss a variety of music related careers and education or skills needed to pursue them. (MU.E.2.4.3)</p> <p>8. Locate and list opportunities for additional music instruction and experiences in the school and community. (MU.E.2.4.1)</p> <p>9. Describe verbally and in writing applications for processing music using technology (computers, synthesizers, and sequences). (MU.A.2.4.2)</p> <p>10. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</p> <p>11. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p> <p>12. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>13. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	<p>A. The student can behave appropriately as a member of an audience before, during and after a live musical performance.</p> <p>B. The student can describe and justify his/her musical preferences. (MU.E.2.4.2)</p> <p>C. The student can locate opportunities for additional musical experiences in the school and community, and make informed choices about how they would like to include music in their lives in the immediate and distant future.</p> <p>D. The student can describe verbally or in writing the importance of music in everyday life.</p> <p>E. The student can describe verbally or in writing how to apply technology to process music.</p> <p>F. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p> <p>G. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</p> <p>H. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p>