

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify the lines and spaces on the staff appropriate to each student's instrument. (MU.A.3.3.2)</li> <li>2. Identify and describe the function of the bow on a string instrument. (MU.A.2.3.1)</li> <li>3. Define the function of the two numbers in the time signatures of 2/4, 3/4, 4/4, alla breve, 3/8, and 6/8. (MU.A.3.3.2)</li> <li>4. Describe whole steps and half steps in major scales. (MU.A.3.3.2)</li> <li>5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, and dotted-half notes and their corresponding rests. (MU.A.3.3.2)</li> <li>6. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and dotted-half notes and their corresponding rests. (MU.A.3.3.2)</li> <li>7. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.3.3)</li> <li>8. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.3.2)</li> <li>9. Visually recognize symbols for: down bow, up bow, and lift bow (recover). (MU.A.2.3.1)</li> <li>10. Identify key signature in the keys of C, G, D, A, and E. (MU.A.3.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform from notation a prepared solo(s) selected from any acceptable Level I or higher solo book or state/national music list. (MU.A.2.3.1)</li> <li>B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.D.1.3.1)</li> <li>C. The student can verbally analyze and describe melodic and rhythmic concepts from a given selection. (MU.D.1.3.2)</li> <li>D. The student can sight read pitch and rhythmic patterns by singing, clapping or playing an instrument. (MU.A.3.3.1)</li> <li>E. The student can read and perform literature in a large ensemble. (MU.A.2.3.3)</li> <li>F. <i>The student can notate correct melodic and rhythmic notation performed by someone else.</i></li> <li>G. <i>The student will compose a short piece with others that expresses a feeling or idea.</i> (MU.B.2.3.3)</li> </ol>

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<p>II Expressive/Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>11. Identify aurally and visually discrepancies in 4/4, 3/4, 2/4, alla breve, 3/8 and 6/8 from the rhythmic notation. (MU.D.1.3.2)</li> <li>12. Imitate on the instrument perfect 5ths and step wise melodic fragments (ascending and descending). (MU.A.2.3.1)</li> <li>13. <i>Write notation for rhythmic and melodic phrases given the key, starting pitch, and meter.</i> (MU.A.3.3.3)</li> <li>14. <i>Compose music to enhance a film scene.</i> (MU.B.2.3.3)</li> <li>1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.A.2.3.3)</li> <li>2. Distinguish aurally, crescendo from decrescendo, and piano from forte. (MU.A.3.3.2)</li> <li>3. Define, identify and execute common tempo markings (andante, allegro, ritardando, rallentando, and accelerando). (MU.A.3.3.2)</li> <li>4. Identify visual conducting patterns of 4, 3, 2, and 6. (MU.A.2.3.3)</li> <li>5. Identify and execute a musical phrase. (MU.A.2.3.2)</li> <li>6. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform and demonstrate correct dynamic variations and tempo cues in a solo or an ensemble performance. (MU.A.2.3.3)</li> <li>B. The student can determine the grouping of notes that constitute a musical idea or phrase with the correct bowing position. (MU.A.2.3.1)</li> </ol>

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III Technique	<ol style="list-style-type: none"> <li>1. Demonstrate correct performance posture. (MU.A.2.3.1)</li> <li>2. Demonstrate correct proper right hand bow grip for the instrument being studied. (MU.A.2.3.1)</li> <li>3. Demonstrate correct left hand, head and arm position. (MU.A.2.3.1)</li> <li>4. Demonstrate proper bow speed and bow pressure or weight. (MU.A.2.3.1)</li> <li>5. Demonstrate a good characteristic tone quality. (MU.A.2.3.1)</li> <li>6. Execute and play single and multiple groups of whole, half, quarter, eighth, and sixteenth notes in down and up bow motions. (MU.A.2.3.1)</li> <li>7. Execute and visually recognize up bow, down bow, and lift bow (recover). (MU.A.2.3.1)</li> <li>8. Visually recognize and execute legato and slurred bowings. (MU.A.2.3.1)</li> <li>9. Demonstrate understanding and execution of bow distribution into 2, 3, 4, and 8 in a downward and upward bowing motion. (MU.A.2.3.1)</li> <li>10. Visually recognize and execute detache, martele, marcato and spiccato strokes. (MU.A.2.3.1)</li> <li>11. Develop pizzicato technique for the left and right hands. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform a Level I selection from any state or national music list and show evidence of proper bowing techniques, tone, intonation and mastery of music literacy. (MU.A.2.3.1) (MU.A.2.3.2)</li> <li>B. The student can perform and visually recognize staccato, legato, slurred, spiccato, and portato articulations from notation. (MU.A.2.3.2)</li> <li>C. The student can perform five major scales ascending and descending using various bowing techniques. (MU.A.2.3.1)</li> <li>D. The student can play in tune and make tuning adjustments during solo or ensemble playing. (MU.A.2.3.1)</li> <li>E. The student can follow and respond to conducting gestures in an ensemble. (MU.A.2.3.3)</li> <li>F. <i>The student improvises short melodies over given rhythmic accompaniment.</i> (MU.B.1.3.2)</li> <li>G. <i>The student will arrange music for an instrument other than that for which it was written.</i> (MU.B.2.3.2)</li> </ol>

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IV Form and Structure	<p>12. Demonstrate knowledge of adjusting and tuning the instrument for deviations of intonation in unison (MU.A.2.3.1)</p> <p>13. Use finger placement that allows for good intonation. (MU.A.2.3.1)</p> <p>14. Identify and demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1)</p> <p>15. Identify characteristics of personal tone quality and match tone quality with other performers in the group. (MU.A.2.3.2)</p> <p>16. Identify and execute the director's conducting techniques to include entrances, releases, tempos, basic rhythmic patterns, and dynamics. (MU.A.2.3.3)</p> <p>17. Listen to recordings of orchestral works to establish concept of characteristic tone. (MU.D.1.3.1)</p> <p>18. <i>Improvise a simple rhythmic variation given a familiar melody.</i> (MU.B.1.3.2)</p> <p>19. <i>Arrange vocal piece for string instruments.</i> (MU.B.2.3.2)</p> <p>1. Explain the organization of an instrumental score. (MU.D.1.3.2)</p> <p>2. Analyze and visually identify potential rhythmic problems. (MU.D.1.3.2)</p> <p>3. Identify aurally and visually a melody, harmony, countermelody, and bass line. (MU.A.3.3.2)</p>	<p>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.C.1.3.1)</p>

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<p>4. Recognize aurally and visually a musical phrase. (MU.D.1.3.1)</p> <p>5. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.3.2)</p> <p>6. Recognize aurally and visually sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1)</p> <p>1. Identify and discriminate the differences among a variety of musical styles and genres. (MU.C.1.3.1)</p> <p>2. Develop criteria for evaluating a music performance. (MU.D.2.3.1)</p> <p>3. Participate in and contribute to music activities. (MU.A.2.3.3)</p> <p>4. Demonstrate proper concert, rehearsal and performance etiquette. (MU.D.2.3.1)</p> <p>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1)</p> <p>6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</p> <p>7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p>	<p>B. The student can verbally analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.3.2)</p> <p>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.3.3)</p> <p>D. The student can aurally identify various ABA forms of music. (MU.D.1.3.1)</p> <p>A. The student can describe and justify personal preferences in music listening and performing. (MU.E.2.3.2)</p> <p>B. The student can make an objective evaluation of self and other's musical performance using technical and musical criteria. (MU.D.2.3.2)</p> <p>C. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1)</p> <p>D. The student can identify verbally and in writing stylistic and cultural characteristics from a variety of literature. (MU.C.1.3.1)</p> <p>E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p>

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<p>VI. Instrument Care</p>	<p>8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p> <p>1. Assemble the instrument properly. (MU.A.2.3.1)</p> <p>2. Maintain the instrument properly (proper use rosin, polish). (MU.A.2.3.1)</p> <p>3. Clean the instrument and bow properly. (MU.A.2.3.1)</p> <p>4. Place the instrument in the case properly. (MU.A.2.3.1)</p>	<p>F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</p> <p>G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p> <p>A. The student can maintain a musical instrument. (MU.A.2.3.1)</p>