

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Identify the lines and spaces of the staff appropriate to each student's instrument. (MU.A.3.4.2) 2. Identify the strings of the orchestral instrumental being studied. (MU.A.2.4.1) 3. Define the function of the two numbers in the time signatures of 2/4, 3/4, 4/4, alla brev. 3/8, and 6/8. (MU.A.3.4.2) 4. Describe whole steps and half in major scales. (MU.A.3.4.2) 5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, dotted-half notes, and their corresponding rests. (MU.A.3.4.2) 6. Identify visually and aurally difference in successive rhythmic patterns. (MU.D.1.4.1) 7. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth and dotted-half notes and their corresponding rests. (MU.A.3.4.2) 8. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.4.2) 9. Identify key signature in the concert keys of F, Bb, and Eb. (MU.A.3.4.2) 10. Identify discrepancies between aurally presented pitch, duration, and meter and written notation. (MU.D.1.4.2) 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.1.4.2) 12. Imitate on an instrument, short stepwise melodic fragments, ascending and descending. (MU.A.2.4.4) 	<ol style="list-style-type: none"> A. The student can perform from notation a prepared solo (s) of Grade I or higher difficulty selected from any acceptable state/national music list. (MU.A.2.4.2) B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.D.1.4.1) (MU.A.3.4.2) C. The student can verbally analyze and examine melodic and rhythmic concepts form a given selection. (MU.D.1.4.2) D. The student can sight read simple pitch and rhythmic patterns. (MU.A.3.4.1)

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<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.D.1.4.3) 2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.D.1.4.1) (MU.D.1.4.3) 3. Define, identify and execute common tempo markings (andante, allegro ritardando, rallentando, and accelerando). (MU.D.1.4.3) 4. Identify and execute a musical phrase. (MU.D.1.4.3) 5. Adjust individual dynamic level to the ensemble balance with the conductor's assistance. (MU.D.1.4.3) (MU.A.2.4.3) 	<ol style="list-style-type: none"> A. The student can perform and demonstrate correct dynamic variations and tempo cues in a solo or an ensemble performance. (MU.D.1.4.3) (MU.A.2.4.3) B. The student can determine the grouping of notes that constitute a musical idea or phrase. (MU.D.1.4.3) C. The student can describe how various bow techniques, tempi, dynamics and rhythms are combined to create various styles and expression in music. (MU.D.1.4.3)
<p>III Technique</p>	<ol style="list-style-type: none"> 1. Demonstrate correct performance posture. (MU.A.2.4.1) 2. Demonstrate correct breathing techniques while performing. (MU.A.2.4.1) 3. Demonstrate correct embouchure position while performing. (MU.A.2.4.1) 4. Demonstrate a characteristic tone for the instrument being studied. (MU.A.2.4.1) 5. Recognize aurally and visually long, short and slurred note articulations. (MU.D.1.4.1) 6. Demonstrate tongued and slurred notes for instrument being studied. (MU.A.2.4.1) 7. Demonstrate knowledge of tuning and adjusting intonation. (MU.A.2.4.1) 8. Demonstrate correct fingerings for the instrument being studied and 1-2-3 finger patterns for string players. (MU.A.2.4.1) 	<ol style="list-style-type: none"> A. The student can perform a given selection that demonstrates a minimum range of one octave for brass instrumentalists, an octave and a half for woodwind instrumentalists, two octaves for mallet percussion instrumentalists and one octave for string instrumentalists. (MU.A.2.4.1) B. The student can visually identify and perform chromatic and major scales (ascending and descending) in literature performed. (MU.A.2.4.2) C. The student can demonstrate correct use of articulations in literature performed. (MU.A.2.4.2)

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	<ol style="list-style-type: none"> 9. Identify, and perform a one octave chromatic scale, and major scales in the concert keys of F, Bb, Eb, Ab, and C for wind and mallet instrumentalists. (MU.A.2.4.1) 10. Identify and perform the G, D, A, and C major scales in one octave for string players. (MU.A.2.4.1) 11. Identify characteristics of personal tone quality and match tone quality with other performers in the group. (MU.A.2.4.3) 12. Demonstrate correct proper right hand bow grip for the instrument being studied. (MU.A.2.4.1) 13. Demonstrate correct left hand, head and arm position for string player. (MU.A.2.4.1) 14. Demonstrate proper bow speed and bow pressure or weigh for string players. (MU.A.2.4.1) 15. Execute and play single and multiple groups of whole, half, quarter, eighth, and sixteenth notes in down and up bow motions. (MU.A.2.4.1) 16. Visually recognize and execute legato and slurred bowing. (MU.A.2.4.1) 17. Demonstrate understanding and execution of bow distribution into 2, 3, 4, and 8 in a downward and upward bowing motion. (MU.A.2.4.1) 18. Visually recognize and execute detache, martele, marcato and spiccato strokes for string players. (MU.A.2.4.1) 19. Develop pizzicato technique for the left and right hands for string players. (MU.A.2.4.1) 20. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.1) 21. Identify and execute the proper use of single stroke roll, multiple bounce, flam, paradiddle, ruff, flam tap, 5, 7, and 9 stroke rolls for percussion players. (MU.A.2.4.1) 	<ol style="list-style-type: none"> D. The percussion student can perform the following strokes: single stroke, multiple bounce, 5, 7, and 9 stroke rolls. (MU.A.2.4.1) E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.4.1)(MU.A.2.4.2)(MU.A.2.4.3) F. The student can follow and respond to conducting gestures in an ensemble setting. (MU.A.2.4.3)

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IV Forms and Structures	<p>22. Identify and explain the intent of the director's conducting gesture including entrance and release; tempo; basic rhythmic patterns; and dynamic. (MU.A.2.4.3)</p> <p>23. Listen to recordings of band works to establish concept of characteristic tone. (MU.D.2.4.1)</p> <p>1. Explain the organization of an instrumental score. (MU.A.3.4.2)</p> <p>2. Analyze and visually identify potential melodic and rhythmic problems. (MU.D.1.4.2)</p> <p>3. Recognize aurally and visually a musical phrase. (MU.D.1.4.1)</p> <p>4. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.4.2)</p> <p>5. Identify aurally and visually melody, counter melody and bass line. (MU.D.1.4.1)</p> <p>6. Recognize aurally various sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.4.1)</p>	<p>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.4.2)</p> <p>B. The student can verbally analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.4.2)</p> <p>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.4.3)</p>
V Personal/Social Musical Development and Lifelong Learning	<p>1. Identify and discriminate musical characteristics among a variety of musical styles and genre. (MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3)</p> <p>2. Develop a criteria for evaluating a music performance. (MU.D.2.4.1)</p> <p>3. Participate in and contribute to music activities. (MU.A.2.4.1)</p>	<p>A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary. (MU.E.2.4.2)</p>

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VI Instrument Care	<ol style="list-style-type: none"> 4. Demonstrate behaviors that reflect positive contributions to a group effort. (MU.A.2.4.3) 5. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3)(MU.E.1.4.2) 6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) <ol style="list-style-type: none"> 1. Assemble the instrument properly. 2. Maintain the instrument properly (proper use of cork grease, oil, rosin, reed storage). 3. Clean the instrument properly with the proper accessories (swabs, mouthpiece wire brush, cleaning rag, etc.). 4. Place the instrument properly in the case. 	<ol style="list-style-type: none"> B. The student can make an objective evaluation of self and other's musical performance using technical and musical criteria. (MU.D.2.4.1)(MU.D.2.4.2) C. The student can verbally and in writing identify stylistic and cultural characteristics from a variety of literature. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3) (MU.E.1.4.2) D. The student can participate in all music activities that contribute to the efforts of the total group. (MU.A.2.4.3) E. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1) F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3) A. The student can maintain a musical instrument.