

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <p>I Music Literacy</p> | <ol style="list-style-type: none"> 1. Identify the lines and spaces on the staff appropriate to each student's instrument. (MU.A.3.3.2) 2. 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) 3. Describe whole steps and half steps in major scales. (MU.A.3.3.2) 4. Identify and describe values of the whole, half, quarter, eighth, sixteenth, dotted-half notes and their corresponding rests. (MU.A.3.3.2) 5. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and dotted-half notes and their corresponding rests. (MU.A.3.3.2) 6. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.3.3) 7. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, and naturals. (MU.A.3.3.2) 8. Identify key signature in the concert keys of F, Bb, and Eb. (MU.A.3.3.2) 9. Identify discrepancies in pitch and duration between aurally presented passages, notation and meter (4/4, 3/4, 2/4, alla breve, 3/8, and 6/8). (MU.D.1.3.2) 10. Imitate on an instrument, short stepwise melodic fragments, ascending and descending. (MU.A.2.3.1) | <ol style="list-style-type: none"> A. The student can perform from notation a prepared solo (s) of Grade 1 or higher difficulty from the "Florida Bandmasters Association (FBA) Music List" or any other acceptable state/national band music list. (MU.A.2.3.1) B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.D.1.3.1) C. The student can verbally analyze and describe melodic and rhythmic concepts in a given selection. (MU.D.1.3.2) D. The student can sight read simple pitch and rhythmic patterns by singing, clapping or playing an instrument. (MU.A.3.3.1) E. The student can read and perform literature in a large ensemble. (MU.A.2.3.3) |
| <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.A.3.3.2) 2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.A.3.3.2) | <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.A.2.3.3) |

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| <p>III Technique</p> | <ol style="list-style-type: none"> 3. Define, identify and execute common tempo markings (andante, allegro, ritardando, rallentando, and accelerando). (MU.A.3.3.2) 4. Identify and execute a musical phrase. (MU.A.2.3.2) 5. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3) <ol style="list-style-type: none"> 1. Demonstrate correct performance posture. (MU.A.2.3.1) 2. Demonstrate correct breathing techniques while performing. (MU.A.2.3.1) 3. Demonstrate correct embouchure position while performing. (MU.A.2.3.1) 4. Demonstrate a characteristic tone for the instrument being studied. (MU.A.2.3.1) 5. Recognize aurally and visually long, short and slurred note articulations. (MU.A.2.3.1) 6. Demonstrate tongued and slurred notes for instrument being studied. (MU.A.2.3.1) 7. Demonstrate knowledge of tuning and adjusting intonation. (MU.A.2.3.1) 8. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1) 9. Identify, and perform a one octave chromatic scale, and major scales in the concert keys of F, Bb, and Eb. (MU.A.2.3.1) 10. Identify characteristics of personal tone quality and match tone quality with other performers in the group. (MU.A.2.3.3) | <ol style="list-style-type: none"> B. The student can determine the grouping of notes that constitute a musical idea or phrase. (MU.D.1.3.3) <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, or two octaves for mallet percussion instrumentalists. (MU.A.2.3.1) B. The student can visually identify and perform chromatic and major scales (ascending and descending) in literature performed. (MU.A.2.3.1) C. The student can demonstrate correct use of articulations in literature performed. (MU.A.2.3.1) D. The percussion student can perform the following strokes in literature performed: single stroke, multiple bounce, 5, 7, and 9, stroke rolls. (MU.A.2.3.1) E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.3.3) |

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| VI Instrument Care | <ol style="list-style-type: none"> 2. Develop a criteria for evaluating a music performance. (MU.D.2.3.1) 3. Participate in and contribute to music activities. (MU.A.2.3.3) 4. Demonstrate behaviors that reflect positive contributions to a group effort. (MU.A.2.3.3) 5. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1) 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. (MU.A.2.3.1) 2. Maintain the instrument properly (proper use of cork grease, oil, reed storage). (MU.A.2.3.1) 3. Clean the instrument properly with the proper accessories (swabs, mouthpiece wire brush, cleaning rag, etc.). (MU.A.2.3.1) 4. Place the instrument properly in the case. (MU.A.2.3.1) | <ol style="list-style-type: none"> B. The student can make an objective evaluation of self and other musical performances using technical and musical criteria. (MU.D.2.3.2) C. The student can identify verbally and in writing, stylistic and cultural characteristics from a variety of literature. (MU.C.1.3.1) D. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1) 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) <ol style="list-style-type: none"> A. The student can maintain a musical instrument. (MU.A.2.3.1) |