

COMPONENT	OBJECTIVES	COMPETENCY
<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. Identify and describe the function of the bow on a string instrument. (MU.A.2.3.1) 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) 4. Describe whole steps and half steps in major scales. (MU.A.3.3.2) 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) 6. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and dotted-half notes and their corresponding rests. (MU.A.3.3.1) 7. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.3.3) 8. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.3.2) 9. Visually recognize symbols for: down bow, up bow, and lift bow (recover). (MU.A.3.4.2) 10. Identify key signature in the keys of C, G, D, A, E, F, Bb and their relative minors. (MU.A.3.4.2) 11. Identify aurally and visually discrepancies in pitch, duration and meter between aurally presented passages and notation. (MU.D.1.3.2) 12. Imitate on the instrument perfect 5ths and step wise melodic fragments (ascending and descending). (MU.A.2.3.1) 13. Write notation for rhythmic and melodic phrases given the key, starting pitch and meter. (MU.A.3.3.3) 	<ol style="list-style-type: none"> A. The student can perform from notation a prepared solo(s) selected from any acceptable Level II or higher solo book or state/national 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 from a given selection. (MU.D.1.3.2) D. The student can sight read pitch and rhythmic patterns on an instrument. (MU.A.3.3.1) E. The student can read and perform literature for a small ensemble consisting of two or more instrumentalists. (MU.A.2.3.3) F. The student can read and perform literature in a large ensemble. (MU.A.2.3.3) G. <i>The student can notate correct melodic and rhythmic notation performed by someone else.</i> (MU.A.3.3.3)

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<p>II Expressive/Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, sfz, fp, crescendo and decrescendo. (MU.A.2.3.3) 2. Distinguish aurally, crescendo from decrescendo, and piano from forte. (MU.D.1.3.2) 3. Define, identify and execute common tempo markings (andante, allegro, ritardando, rallentando, accelerando, moderato, and presto). (MU.A.2.3.2) 4. Identify visual conducting patterns of 4, 3, 2, and 6. (MU.A.2.3.3) 5. Identify and execute a musical phrase. (MU.A.2.3.2) 6. Adjust individual dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3) 7. Identify and define stylistic terms (i.e. maestoso). (MU.A.2.3.2) 	<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) 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)
<p>III Technique</p>	<ol style="list-style-type: none"> 1. Demonstrate correct performance posture. (MU.A.2.3.1) 2. Demonstrate correct proper right hand bow grip for the instrument being studied. (MU.A.2.3.1) 3. Demonstrate correct left hand, head and arm position. (MU.A.2.3.1) 4. Demonstrate proper bow speed, bow pressure or weight and proper point of contact. (MU.A.2.3.1) 5. Demonstrate a good characteristic tone quality. (MU.A.2.3.1) 6. Demonstrate a beginning vibrato technique. (MU.A.2.3.1) 	<ol style="list-style-type: none"> 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) B. The student can perform and visually recognize staccato, legato, slurred, spiccato, and portato articulations from notation and beginning vibrato. (MU.A.2.3.1) C. The student can perform five major scales ascending and descending using various bowing techniques. (MU.A.2.3.1)

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	<ol style="list-style-type: none"> 7. 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) 8. Execute and visually recognize up bow, down bow, and lift bow (recover). (MU.A.2.3.1) 9. Visually recognize and execute legato and slurred bowings. (MU.A.2.3.1) 10. 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) 11. Visually recognize and execute detache, martele, marcato, staccato and spiccato strokes. (MU.A.2.3.1) 12. Develop pizzicato technique for the left and right hands. (MU.A.2.3.1) 13. Demonstrate knowledge of adjusting and tuning the instrument for deviations of intonation in unison (MU.A.2.3.1) 14. Use finger placement that allows for good intonation. (MU.A.2.3.1) 15. Identify and demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1) 16. Identify characteristics of individual tone quality and match tone quality with other performers in the group. (MU.A.2.3.2) 17. Identify and execute the director's conducting techniques to include entrances, releases, tempos, basic rhythmic patterns, and dynamics. (MU.A.2.3.3) 18. Listen to recordings of orchestral works to establish concept of characteristic tone. (MU.D.1.3.3) 19. <i>Makes up a short melody, given a repeated ostinato pattern.</i> (MU.B.1.3.2) 	<ol style="list-style-type: none"> D. The student can play in tune and make tuning adjustments during solo or ensemble playing. (MU.A.2.3.1) E. The student can follow and respond to conducting gestures in an ensemble. (MU.A.2.3.3) F. <i>The student improvises short melodies over given rhythmic accompaniment.</i> (MU.B.1.3.2)

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IV Form and Structure	<ol style="list-style-type: none"> 1. Explain the organization of an instrumental score. (MU.D.1.3.2) 2. Analyze and visually identify potential rhythmic problems. (MU.D.1.3.2) 3. Identify aurally and visually a melody, harmony, counter melody, and principal themes of literature performed. (MU.C.1.3.1) 4. Recognize aurally and visually a musical phrase. (MU.D.1.3.1) 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) 6. Recognize aurally and visually sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1) 	<ol style="list-style-type: none"> A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.3.1) B. The student can verbally analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.3.2) C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.3.3) D. The student can aurally identify various ABA forms of music. (MU.D.1.3.1)
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> 1. Identify and discriminate the differences among a variety of musical styles and genres. (MU.C.1.3.1) 2. Develop 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 proper concert, rehearsal and performance etiquette. (MU.D.2.3.1) 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) 	<ol style="list-style-type: none"> A. The student can describe and justify personal preferences in music listening and performing. (MU.E.2.3.2) 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) C. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1)

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<p>VI Instrument Care</p>	<p>7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</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>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 student can discuss the requirements for a career in music.</i> (MU.E.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>