

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, 6/8, 5/8, 12/8, and 3/2. (MU.A.3.3.2)</li> <li>4. Describe whole steps and half steps in major and minor 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 to include subdivision of rhythms in slow tempi. (MU.A.3.3.1)</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, naturals, double flats and double sharps. (MU.A.3.3.2)</li> <li>9. Visually recognize symbols for: down bow, up bow, and lift bow (recover). (MU.A.3.4.2)</li> <li>10. Identify key signature in all major keys and their relative minors. (MU.A.3.4.2)</li> <li>11. Identify aurally and visually discrepancies in pitch, duration and meter between aurally presented passages and 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>Writes notation for rhythmic and melodic phrases given a starting pitch, key and meter.</i> (MU.A.3.3.3a)</li> <li>14. <i>Improvises short melodies over given accompaniment.</i> (MU.B.1.3.2)</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 IV 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 on an instrument. (MU.A.3.3.1)</li> <li>E. The student can read and perform literature for a small ensemble consisting of two or more instrumentalists. (MU.A.2.3.3)</li> <li>F. The student can read and perform literature in a large ensemble. (MU.A.2.3.3)</li> <li>G. <i>The student will write notation for rhythmic and melodic phrases performed by someone else.</i> (MU.A.3.3.3)</li> <li>H. <i>The Student will improvise a short melody over given accompaniment.</i> (MU.B.1.3.2)</li> </ol>

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<p>II Expressive/Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Identify and execute dynamic markings: ppp, pp, p, mp, mf, f, ff, fff, sfz, fp, crescendo and decrescendo. (MU.A.2.3.3)</li> <li>2. Distinguish aurally, crescendo from decrescendo, and piano from forte. (MU.D.1.3.2)</li> <li>3. Define, identify and execute common tempo markings (andante, vivace, largo, lento, allegro, ritardando, rallentando, accelerando, moderato, and presto). (MU.A.3.3.2)</li> <li>4. Identify visual conducting patterns of 4, 3, 2, and 6, 5, 7. (MU.A.2.3.3)</li> <li>5. Identify and execute a musical phrase. (MU.A.2.3.2)</li> <li>6. Adjust individual dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3)</li> <li>7. Identify and define stylistic terms (maestoso, cantabile, dolce, espressivo). (MU.A.2.3.2)</li> <li>8. Identify and execute trill and tremolo. (MU.A.2.3.1)</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 follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.A.2.3.1)</li> <li>C. 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> <li>D. The student can apply various ornamentations conforming to the style and period of music performed. (MU.A.2.3.1)</li> </ol>
<p>III Technique</p>	<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, bow pressure or weight and proper point of contact. (MU.A.2.3.1)</li> <li>5. Demonstrate a good characteristic tone quality. (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)</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> </ol>

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	<ol style="list-style-type: none"> <li>6. Demonstrate a correct vibrato technique. (MU.A.2.3.1)</li> <li>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)</li> <li>8. Execute and visually recognize up bow, down bow, and lift bow (recover). (MU.A.2.3.1)</li> <li>9. Visually recognize and execute legato and slurred bowings. (MU.A.2.3.1)</li> <li>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)</li> <li>11. Visually recognize and execute detache, martele, marcato and spiccato strokes. (MU.A.2.3.1)</li> <li>12. Develop pizzicato technique for the left and right hands. (MU.A.2.3.1)</li> <li>13. Demonstrate knowledge of adjusting and tuning the instrument for deviations of intonation in unison (MU.A.2.3.1)</li> <li>14. Use finger placement that allows for good intonation. (MU.A.2.3.1)</li> <li>15. Identify and demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1)</li> <li>16. Identify characteristics of personal tone quality and match tone quality with other performers in the group. (MU.A.2.3.2)</li> <li>17. Identify and execute the director's conducting techniques to include entrances, releases, tempos, basic rhythmic patterns, dynamics, meter changes and style changes. (MU.A.2.3.3)</li> <li>18. Listen to recordings of orchestral works to establish concept of characteristic tone. (MU.D.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <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> </ol>

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IV Form and Structure	<ol style="list-style-type: none"> <li>1. Explain the organization of an instrumental score. (MU.D.1.3.2)</li> <li>2. Analyze and visually identify potential rhythmic problems. (MU.D.1.3.2)</li> <li>3. Identify aurally and visually a melody, harmony, countermelody, and principal themes of literature performed. (MU.C.1.3.1)</li> <li>4. Recognize aurally and visually a musical phrase. (MU.D.1.3.1)</li> <li>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)</li> <li>6. Recognize aurally and visually sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.B.1.3.1)</li> <li>B. The student can verbally analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.3.2)</li> <li>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.D.2.3.3)</li> <li>D. The student can aurally identify various ABA forms of music. (MU.D.1.3.1)</li> </ol>
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> <li>1. Identify and discriminate the differences among a variety of musical styles and genres. (MU.C.1.3.1)</li> <li>2. Develop criteria for evaluating a music performance. (MU.D.2.3.1)</li> <li>3. Participate in and contribute to music activities. (MU.A.2.3.3)</li> <li>4. Demonstrate proper concert, rehearsal and performance etiquette. (MU.D.2.3.1)</li> <li>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1)</li> <li>6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can describe and justify personal preferences in music listening and performing. (MU.E.2.3.2)</li> <li>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)</li> <li>C. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1)</li> </ol>

