

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.3.3.1) 2. Define the function of the two numbers in the time signatures of 2/4, 3/4, 4/4, alla breve, 3/8, 6/8, 5/4, 7/4, and any combination of time signatures. (MU.A.3.3.2) 3. Describe whole steps and half steps in major scales. (MU.A.3.3.2) 4. Identify and perform quarter note triplets. (MU.A.3.3.2) 5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, and dotted notes and their corresponding rests. (MU.A.3.3.2) 6. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and dotted notes and their corresponding rests. (MU.A.3.3.3) 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 alternations: sharps, flats, and naturals. (MU.A.3.3.2) 9. Identify key signature in the concert keys of F, Bb, Eb, Ab, C, D, and G. (MU.A.3.3.2) 10. Identify discrepancies in pitch and duration between aurally presented passages and notation in all meters. (MU.D.1.3.2) 11. Imitate on an instrument, short stepwise melodic fragments, ascending and descending. (MU.A.2.3.1) 12. Aurally and visually identify major and minor intervals up to an octave. (MU.A.3.3.2) 	<ol style="list-style-type: none"> A. The student can perform from notation a prepared solo (s) of Grade III 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.A.1.3.1) C. The student can verbally analyze and describe melodic and rhythmic concepts in a given selection. (MU.A.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 for a small ensemble consisting of three or more instrumentalists. (MU.A.3.3.1) F. The student can read and perform literature in a large ensemble. (MU.A.2.3.3)

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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.A.3.3.2) 2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.A.3.3.2) 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) 6. Identify and distinguish long and short staccato notes, long and short grace notes, and appropriate tonguing styles for literature being studied. (MU.A.2.3.1) 	<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. (MU.D.1.3.3) C. The student can apply various articulations that conform to the style and period of music being studied. (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 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) 	<ol style="list-style-type: none"> A. The student can perform a given selection that demonstrates a minimum range of two and a half octaves for brass instrumentalists, practical range for woodwind instrumentalists, or range of instrument 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)

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	<ol style="list-style-type: none"> 9. Demonstrate alternate trill and chromatic fingerings. (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) 11. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.3.1) 12. Identify and perform from memory a one and a half octave chromatic scale and major scales in the concert keys of F, Bb, Eb, Ab, C, D, and G. (MU.A.2.3.1) 13. Identify and explain the intent of the director's conducting gestures including entrance and release, tempo, basic rhythmic patterns, and dynamics. (MU.A.2.3.3) 14. Analyze and describe interpretations of recorded performances of music studied. (MU.D.1.4.2) (MU.D.1.4.3) 15. Identify and execute the first thirteen rudiments from the National Association of Rudimental Drummers (percussion only). (MU.A.2.3.1) 16. Listen to recordings of band works to establish concept of characteristic tone. (MU.D.1.3.3) 	<ol style="list-style-type: none"> C. The student can demonstrate correct use of complex articulations in literature performed. (MU.A.2.3.1) D. The percussion student can perform percussion rudiments in music literature studied. (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) F. The student can follow and respond to conducting gestures in an ensemble setting. (MU.A.2.3.3)

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IV Forms and Structures	<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 melodic and rhythmic problems. (MU.D.1.3.2) 3. Recognize aurally and visually a musical phrase. (MU.D.1.3.1) 4. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.3.2) 5. Identify aurally and visually a melody, counter melody and bass line. (MU.A.3.3.2) 6. Recognize aurally various sections of 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 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)
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> 1. Identify and discriminate musical characteristics among a variety of musical styles and genre. (MU.C.1.3.2) 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) 	<ol style="list-style-type: none"> A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary. (MU.E.2.3.2) 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)

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VI Instrument Care	<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>D. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1)</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>1. Assemble the instrument properly. (MU.A.2.3.1)</p> <p>2. Maintain the instrument properly (proper use of cork grease, oil, reed storage). (MU.A.2.3.1)</p> <p>3. Clean the instrument properly with the proper accessories (swabs, mouthpiece wire brush, cleaning rag, etc.). (MU.A.2.3.1)</p> <p>4. Place the instrument properly in the case. (MU.A.2.3.1)</p>	<p>A. The student can maintain a musical instrument. (MU.A.2.3.1)</p>