

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.3.4.2) 2. Define the function of the two numbers in the time signatures of simple, compound and mixed meters. (MU.A.3.4.2) 3. Describe whole steps and half steps in major and minor scales. (MU.A.3.4.2) 4. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, and dotted half-notes, and their corresponding rests. (MU.A.3.4.2) 5. Identify and write rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and dotted half-notes, and their corresponding rests in simple, compound and mixed meters. (MU.A.3.4.2)(MU.B.2.4.1) 6. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.4.2)(MU.D.1.4.1) 7. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, and naturals. (MU.A.3.4.2) 8. Identify key signatures in all major keys and relative harmonic minor of C, G, and F major. (MU.A.3.4.2) 9. Identify discrepancies in pitch, duration and meter between aurally presented passages and notation. (MU.D.1.4.2) 10. 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 III or higher difficulty selected from the "Florida Bandmasters Association (FBA) Music List" or any other acceptable state/national band music list. (MU.A.2.4.2) B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.A.3.4.2)(MU.D.1.4.1) C. The student can verbally analyze and describe melodic and rhythmic concepts in a given selection. (MU.D.1.4.2) D. The student can sight read melodies through 4 flats and 2 sharps and rhythmic patterns (simple, compound and mixed meters). (MU.A.3.4.1)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Review 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.1.4.3) 	<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.D.2.4.3)

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<p>III Technique</p>	<ol style="list-style-type: none"> 3. Define, identify and execute common tempo markings (e.g. andante, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.3) 4. Identify and execute and extended musical phrase. (MU.D.1.4.3) 5. Adjust individual dynamic level to the ensemble balance and blend. (MU.A.2.4.3) 6. Identify and explain the intent of the director's conducting gestures including entrances and releases, tempi, dynamics, etc. (MU.A.2.4.3) 7. Demonstrate staccato, legato, slurred and unmarked articulations. (MU.D.1.4.3) 8. Define and apply Grade III musical terms. (MU.A.3.4.2)(MU.D.1.4.3) <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 articulated notes for instrument being studied. (MU.A.2.4.1) 7. Demonstrate ability to tune instrument at the unison and perfect fifth. (MU.A.2.4.1) 8. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.4.1) 9. Identify and perform a two octave chromatic scale and all one octave major scales with arpeggio and relative harmonic minor of C, G, and F major. (MU.A.2.4.1) 	<ol style="list-style-type: none"> B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.D.1.4.3)(MU.D.2.4.3) C. The student can determine the grouping of notes that constitute a musical idea or phrase. (MU.D.1.4.3) <ol style="list-style-type: none"> A. The student can perform a given selection that demonstrates a minimum range of two octave for brass, woodwind and mallet percussion instrumentalists. (MU.A.2.4.2) B. The student can visually identify and perform chromatic and major scales and selected minor scales (ascending and descending) in literature performed. (MU.A.2.4.1) C. The student can demonstrate correct use of articulations in literature performed. (MU.A.2.4.1) D. The percussion student can perform the first 13 essential rudiments and up to 3 flat scales (mallets). (MU.A.2.4.1)

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IV Forms and Structures	<p>10. Identify characteristics of individual tone quality and match tone quality with other like instruments in the group. (MU.A.2.4.3)</p> <p>11. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.1)</p> <p>12. Identify and execute the first 13 essential rudiments and up to 3 flat scales for (mallets) percussion players. (MU.A.2.4.1)</p> <p>13. Listen to musical recordings 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 and dal segno. (MU.A.3.4.2)</p> <p>5. Identify aurally and visually a melody, counter melody and principle theme. (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>E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.4.2)(MU.A.2.4.3)</p> <p>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.4.1)(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.1.4.3)</p> <p>2. Develop a criteria for evaluating a music performance. (MU.D.2.4.1)(MU.D.2.4.2)</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"> 3. Participate in and contribute to music activities. 4. Demonstrate behaviors that reflect positive contributions to a group effort. 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, 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.1.4.1) (MU.D.1.4.2) C. The student can identify verbally and aurally 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) (MU.D.1.4.2) D. The student can participate in all music activities and contribute to the efforts of the total group. 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.