

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.D.3.4.2) 4. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, dotted-half notes and their corresponding rests. (MU.A.3.4.2) 5. Identify and write moderately difficult rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, 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.1.4.2) 7. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, and naturals. (MU.A.3.4.2) 8. Identify key signature in all major and minor key signatures. (MU.A.3.4.2) 9. Independently correct discrepancies in pitch, duration and meter in ensemble performance. (MU.D.1.4.2) 10. Imitate short melodic fragments on an instrument. (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 (Grade II) music. (MU.A.3.4.1)
<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.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.A.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 an extended musical phrase. (MU.D.1.4.3) 5. Adjust individual dynamic level to achieve ensemble balance and blend. (MU.D.1.4.3)(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.D.1.4.3)(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) 9. Define common instrumental forms particularly those played or heard in class. (MU.D.1.4.2) 10. List major historical periods and styles of instrumental music. (MUC.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3) <ol style="list-style-type: none"> 1. Consistently demonstrate correct performance posture. (MU.A.2.4.1) 2. Consistently demonstrate correct breathing techniques while performing. (MU.A.2.4.1) 3. Consistently demonstrate correct embouchure position while performing. (MU.A.2.4.1) 4. Consistently 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. Consistently demonstrate articulated notes for instrument being studied. (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.A.2.4.3)(MU.D.1.4.3) C. The student can determine the grouping of notes that constitute an extended musical idea or phrase. (MU.D.1.4.3) D. Relate historical period, style, and form to literature performed. (MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3) <ol style="list-style-type: none"> A. The student can perform a given selection that demonstrate a minimum range of two octave for brass woodwind and/or mallet percussion instrumentalists. (MU.A.2.4.1) B. The student can visually identify and perform chromatic, major, 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)

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IV Forms and Structures	<ol style="list-style-type: none"> 7. Consistently demonstrate ability to tune instrument. (MU.A.2.4.1) 8. Consistently demonstrate correct fingerings for the instrument being studied. (MU.A.2.4.1) 9. Identify, and perform a two octave chromatic scale, major and selected minor scales. (MU.A.2.4.1) 10. Identify characteristics of individual tone quality and match tone quality with other like instruments in the group. (MU.A.2.4.3) 11. Consistently demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.1) 12. Demonstrate all strokes (percussion players) needed for Grade III music. (MU.A.2.4.1) 13. Listen to musical recordings to establish concept of characteristic tone and style interpretation. (MU.D.2.4.1) <ol style="list-style-type: none"> 1. Analyze and visually identify potential melodic and rhythmic problems. (MU.D.1.4.2) 2. recognize aurally and visually an extended musical phrase. (MU.D.1.4.1) 3. 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) 4. Identify aurally and visually a melody, counter melody, principle themes, etc. (MU.D.1.4.1) 5. Recognize aurally various sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.4.1) 	<ol style="list-style-type: none"> D. The percussion student can perform all strokes needed for Grade III music. (MU.A.2.4.1) E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.4.3) <ol style="list-style-type: none"> A. The student can analyze and describe the forms and structures of the work being rehearsed and performed. (MU.D.1.4.2) B. The student can verbally analyze an instrumental score with regard to instrumentation. (MU.D1.4.2) C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.4.3)

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> 1. Identify and discriminate musical characteristics among a variety of musical styles and genre. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3) 2. Develop a criteria for evaluating a music performance. (MU.E.2.4.1) 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"> A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary. (MU.E.2.4.2) B. The student can make an objective evaluation of self and other's musical performance using technical and musical criteria. (MU.D.2.4.1) (MU.D.2.4.2) 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) D. The student can participate in all music activities and contribute to the efforts of the total group. E. <i>The students 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)
<p>VI Instrument Care</p>	<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"> A. The student can maintain a musical instrument.