

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Identify the lines and spaces of the staff appropriate to each student's instrument. (MU.A.3.4.2) 2. Identify the strings of the orchestral instrument being studied. (MU.A.2.4.1) 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, 5/4, 7/4, and any combination of time signatures. (MU.A.3.4.2) 4. Describe whole steps and half steps in major and minor scales. (MU.A.3.4.2) 5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, dotted-half notes, and their corresponding rests and quarter note triplets. (MU.A.3.4.2) 6. Identify visually and aurally differences in successive rhythmic patterns. (MU.D.1.4.2) 7. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth and dotted-half notes and their corresponding rests. (MU.A.3.4.2) 8. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, naturals, and double flats and sharps. (MU.A.3.4.2) 9. Identify key signature in all major concert keys. (MU.A.3.4.2) 10. Identify discrepancies in pitch and duration between aurally presented passages and notation in all meters. (MU.D.1.4.2) 11. Imitate on an instrument short stepwise and skip wise melodic fragments ascending and descending. (MU.A.2.4.4) 12. Identify aurally and visually melodic fragments with major and minor intervals up to an octave. (MU.D.1.4.1) 	<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 music list. (MU.A.2.4.2) B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.D.1.4.1) C. The student can verbally analyze and examine melodic and rhythmic concepts from a given selection. (MU.D.1.4.2) D. The student can sight read pitch and rhythmic patterns on their instrument. (MU.A.3.4.1)

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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, sfz, fp crescendo and decrescendo. (MU.D.1.4.3) 2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.D.1.4.3) (MU.D.1.4.1) 3. Define, identify and execute common tempo markings (andante, allegro ritardando, rallentando, accelerando, presto, largo, vivace, and lento). (MU.D.1.4.3) 4. Identify and execute a musical phrase. (MU.D.1.4.3) 5. Adjust individual dynamic level to the ensemble balance with the conductor's assistance. (MU.D.1.4.3) (MU.A.2.4.3) 6. Define, identify and execute common stylistic markings (accent, legato, staccato, and marcato). (MU.D.1.4.3) 7. Identify and define stylistic terms (maestoso, cartabile, dolce and espressivo). (MU.D.1.4.3) 8. Identify style of piece studied based on expressive and stylistic characteristics in score. (MU.C.1.4.1) 	<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.2.4.2) (MU.A.2.4.3) B. The student can determine the grouping of notes that constitute a musical idea or phrase and perform in literature studied. (MU.D.1.4.3) C. The student can describe how various bow techniques, tempi, dynamics and rhythms are combined to create various styles and expression in music and perform literature studied in a stylistically appropriate manner. (MU.D.1.4.3)
<p>II Techniques</p>	<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) 	<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, full range for woodwind instrumentalists, and range of instrument for mallet percussion instrumentalists. (MU.A.2.4.2) B. The student can visually identify and perform chromatic and major scales (ascending and descending) in literature performed. (MU.A.2.4.2)

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	<ol style="list-style-type: none"> 6. Demonstrate tongued and slurred notes for instrument being studied. (MU.A.2.4.1) 7. Demonstrate knowledge of tuning and adjusting intonation. (MU.A.2.4.1) 8. Demonstrate correct fingerings for the instrument being studied and 1-2-3 finger patterns for string players. (MU.A.2.4.1) 9. Identify and perform a one and a half octave chromatic scale, and major scales in the concert keys of F, Bb, Eb, Ab, Db, C, and G for wind and mallet instrumentalists. (MU.A.2.4.1) 10. Identify and perform the G, D, A, E, B, F and Bb major scales in two octaves for string players. (MU.A.2.4.1) 11. Identify characteristics of personal tone quality and match tone quality with other performers in the group. (MU.A.2.4.3) 12. Demonstrate correct vibrato technique for string and appropriate wind instruments. (MU.A.2.4.1) 13. Demonstrate correct proper right hand bow grip for the instrument being studied. (MU.A.2.4.1) 14. Demonstrate correct left hand, head and arm position for string player. (MU.A.2.4.1) 15. Demonstrate proper bow speed and bow pressure or weigh for string players. (MU.A.2.4.1) 16. Execute and play single and multiple groups of whole, half, quarter, eighth, and sixteenth notes in down and up bow motions. (MU.A.2.4.1) 17. Visually recognize and execute legato and slurred bowing. (MU.A.2.4.1) 18. Demonstrate understanding and execution of bow distribution into 2, 3, 4, and 8 in a downward and upward bowing motion. (MU.A.2.4.1) 	<ol style="list-style-type: none"> C. The student can demonstrate correct use of complex articulations in literature performed. (MU.A.2.4.1) D. The percussion student can perform the first 13 percussion rudiments in literature studied. (MU.A.2.4.1) 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) F. The student can follow and respond to conducting gestures in an ensemble setting. (MU.A.2.4.3)

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IV Forms and Structures	<p>19. Visually recognize and execute detache, martele, marcato and spiccato strokes for string players. (MU.A.2.4.1)</p> <p>20. Develop pizzicato technique for the left and right hands for string players. (MU.A.2.4.1)</p> <p>21. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.1)</p> <p>22. Identify and execute the proper use of the first 13 rudiments from National Association of Rudimental Drummers for percussion players. (MU.A.2.4.1)</p> <p>23. Identify and explain the intent of the director's conducting gesture including entrance and release; tempo; basic rhythmic patterns, dynamics and meter changes. (MU.A.2.4.3)</p> <p>24. Listen to recordings of musical works 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, dal segno. (MU.A.3.4.2)</p> <p>5. Identify aurally and visually melody, counter melody and bass line. (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>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (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>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Personal/Social Musical Development and Life Long 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.D.2.4.1) 3. Participate in and contribute to music activities. (MU.A.2.4.1) 4. Demonstrate behaviors that reflect positive contribution to a group effort. (MU.A.2.4.3) 5. Analyze and describe the cultural context of the literature performed. (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 verbally and in writing identify stylistic and cultural characteristics from a variety of literature. (MU.E.1.4.2) D. The student can participate in all music activities that contribute to the efforts of the total group. (MU.A.2.4.3) 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, rosin, 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.