

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify all major scales. (MU.A.3.4.2)</li> <li>2. Identify all relative minor scales. (MU.A.3.4.2)</li> <li>3. Identify chromatic scales and passages. (MU.A.3.4.2)</li> <li>4. Visually and aurally recognize all blues scales. (MU.A.3.4.2)</li> <li>5. Describe and identify major, minor, perfect, augmented and diminished intervals. (MU.A.3.4.2)</li> <li>6. Describe and identify root and chord inversions. (MU.A.3.4.2)</li> <li>7. Visually and aurally identify a basic blues progression. (MU.A.3.4.2)</li> <li>8. Review and identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.4.2)</li> <li>9. Review and identify visually and aurally dotted rhythms, syncopation, triplets, and compound meters. (MU.A.3.4.2)</li> <li>10. Identify and explain the functions of symbols indicating chromatic alterations: (e.g., sharps, flats, naturals, double sharps and double flats). (MU.A.3.4.2)</li> <li>11. Identify aurally and visually discrepancies in 4/4, 3/4, 2/4, alla breve, 3/8, and 6/8 from the rhythmic notation. (MU.A.3.4.2)</li> <li>12. Identify aurally and imitate on an instrument simple melodic fragments step-wise melodic fragments ascending and descending. (MU.A.3.4.2)</li> <li>13. Identify aurally and imitate on the instrument complex melodic fragments. (MU.A.2.4.1)</li> <li>14. Identify chord changes and select appropriate modes suitable for soloing from symbols commonly found in jazz literature. (MU.A.3.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can sight read advanced stage band literature that contains compound meters. (MU.A.3.4.1)</li> <li>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)</li> <li>C. The student can verbally analyze and examine complex melodic and rhythmic concepts from a given selection. (MU.D.1.4.2)</li> <li>D. The student can sight read advanced rhythmic patterns by singing, clapping or playing an instrument. (MU.A.3.4.1)</li> <li>E. The student can improvise a twelve measure blues progression in all keys. (MU.B.1.4.1)</li> </ol>

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<p>II Expressive/Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Identify and execute all dynamic markings. (MU.D.1.4.3)</li> <li>2. Describe how dynamic changes are used to emphasize repetition, contrast, variation, development, and climax. (MU.D.1.4.3)</li> <li>3. Define, identify and execute common tempo markings (e.g., andante, moderato, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.3)</li> <li>4. Identify and describe the rubato or ad libitum effect on duration and tempo. (MU.D.1.4.3)</li> <li>5. Recognize and execute patterns of strong and weak pulses, including syncopation. (MU.A.2.4.1)</li> <li>6. Visually and aurally identify various conducting patterns. (MU.D.1.4.1)</li> <li>7. Identify style and execute a musical composition. (MU.A.2.4.1)</li> <li>8. Adjust individual dynamic level to the ensemble balance. (MU.A.2.4.3)</li> <li>9. Listen to musical recordings to establish conceptual jazz styles. (MU.d.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform and demonstrate correct dynamic variation and tempo cues in a solo or an ensemble performance. (MU.A.2.4.3)</li> <li>B. The student can follow conducting techniques for dynamics, tempos and other expressive characteristics. (MU.A.2.4.3)</li> <li>C. The student can demonstrate a basic understanding of stylistic demands of performing blues, swing, rock, ballad, and latin styles of music. (MU.A.2.4.4)</li> </ol>
<p>III Technique</p>	<ol style="list-style-type: none"> <li>1. Demonstrate all major and minor scales. (MU.A.2.4.1)</li> <li>2. Demonstrate correct performance posture. (MU.A.2.4.1)</li> <li>3. Demonstrate a good characteristic tone quality. (MU.A.2.4.1)</li> <li>4. Identify characteristics of individual tone quality and match tone quality with other like instruments in the group. (MU.A.2.4.1)</li> <li>5. Demonstrate moderate changes in loudness without distortion of tone quality. (MU.A.2.4.1)</li> <li>6. Demonstrate fast and slow vibrato and a straight tone. (MU.A.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can interpret and perform advanced jazz rhythms and articulations. (MU.A.2.4.1)</li> <li>B. The student can play and project with a tone and sound that is appropriate for jazz. (MU.A.2.4.1)</li> <li>C. The student can perform in the ensemble with proper balance, blend, and precision. (MU.A.2.4.1)</li> </ol>

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IV Form and Structure	<ol style="list-style-type: none"> <li>7. Adjust intonation to match subtle variations in pitch (e.g., bends, scoops, drops, glisses). (MU.A.2.4.1)</li> <li>8. Identify and demonstrate correct fingers for the instrument being studied. (MU.A.2.4.1)</li> <li>9. Execute and describe values of dotted rhythmic figures (e.g., dotted half note and quarter note,, dotted quarter note and eighth note, dotted eighth and sixteenth note). (MU.A.2.4.1)</li> <li>10. Interpret and execute Metronome markings at correct tempo. (MU.A.2.4.1)</li> <li>11. Visually and aurally recognize all standard jazz articulations and blend of articulations appropriate to the literature performed. (MU.D.1.4.1)</li> <li>12. Identify and execute the director’s conducting techniques to include entrances, releases, tempos, basic rhythmic patterns, and dynamics. (MU.A.2.4.3)</li> <li>13. Identify, recognize and correct basic intonation problems pertaining to the instrument of choice as well as within the ensemble. (MU.A.2.4.3)</li> </ol> <ol style="list-style-type: none"> <li>1. Explain the organization of an instrumental score. (MU.D.1.4.2)</li> <li>2. Analyze and visually identify potential rhythmic problems. (MU.D.1.4.2)</li> <li>3. Identify aurally and visually a melody, harmony, counter melody and bass line. (MU.D.1.4.2)</li> <li>4. Aurally and visually recognize the phrase structure of the composition. (MU.D.1.4.2)</li> <li>5. Identify various forms to describe different jazz genre. (MU.D.1.4.2)</li> <li>6. Recognize aurally motives or “licks” used by professionals. (MU.D.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>D. The student can play in tune and make tuning adjustments during solo or ensemble playing. (MU.A.2.4.1)</li> <li>E. The student can follow and respond to conducting patterns in an ensemble. (MU.A.2.4.3)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can analyze and differentiate verbally or in writing among popular, folk, jazz and classical styles of music. (MU.D.1.4.2)</li> <li>B. The student can visually analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.4.2)</li> <li>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.4.3)</li> </ol>

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<p>7. Identify and define markings and symbols that affect form: (e.g., vamp, open sections for solos, optional endings). (MU.A.3.4.2)</p> <p>8. recognize aurally and visually sections of a composition (e.g., introduction, a section, bridge, chorus, strain, coda, tags). (MU.D.1.4.2)</p> <p>9. Identify aurally and visually themes or motives as they occur in compositions being performed. (MU.D.1.4.2)</p> <p>1. Recognize aurally and differentiate among music from various ethnic and cultural origins. (MU.C.1.4.1)</p> <p>2. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1)</p> <p>3. Develop a criteria for evaluating a music performance. (MU.C.2.4.1) (MU.D.2.4.1)</p> <p>4. Participate and contribute in music activities. (MU.A.2.4.1)</p> <p>5. Demonstrate proper concert, rehearsal and performance etiquette. (MU.A.2.4.1)</p> <p>6. Explain or describe the importance of listening to recordings and attending live performances. (MU.E.2.4.2)</p> <p>7. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</p> <p>8. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p> <p>9. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>10. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	<p>D. The student can aurally identify and describe various styles and forms of jazz such as ballad, swing, rock, latin, etc. (MU.C.1.4.1)</p> <p>A. The student can describe personal preferences in music listening and performing. (MU.E.2.4.2)</p> <p>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)</p> <p>C. The student can participate in all music activities that have an aesthetic value and contribute to the efforts of the total group. (MU.A.2.4.1)</p> <p>D. The student can verbally and in writing identify stylistic and cultural characteristics from a variety of literature. (MU.C.1.4.1)</p> <p>E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p>

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<p>VI Instrument Care</p>	<ol style="list-style-type: none"> <li>1. Assemble the instrument properly. (MU.A.2.4.1)</li> <li>2. Maintain the instrument properly with the proper cleaning tools and lubricants. (MU.A.2.4.1)</li> <li>3. Place the instrument in the case properly. (MU.A.2.4.1)</li> </ol>	<p>F. <i>The student can complete a research project about his/her 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>A. The student can demonstrate and show evidence of respect, understanding and value for maintaining a musical instrument. (MU.A.2.4.1)</p>