

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Musical Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify the lines and spaces on the staff appropriate to the instrument of choice. (MU.A.3.4.2)</li> <li>2. Define the function of the two numbers in the time signatures of simple and compound meters. (MU.A.3.4.2)</li> <li>3. Describe whole steps and half steps in major and minor scales. (MU.A.3.4.2)</li> <li>4. Identify and describe the values of the whole, half, quarter, eighth, sixteenth and dotted notes and their corresponding rests. (MU.A.3.4.2)</li> <li>5. Identify and write rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth and dotted notes, and their corresponding rests in simple and compound meters. (MU.A.3.4.3)</li> <li>6. Identify visually and aurally differences in successive rhythmic patterns. (MU.D.1.4.1)</li> <li>7. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats and naturals. (MU.A.3.4.2)</li> <li>8. Identify key signatures in all major keys. (MU.A.3.4.2)</li> <li>9. Identify discrepancies in pitch, duration and meter between aurally presented passages and notation. (MU.D.1.4.2)</li> <li>10. Imitate short melodic fragments on instrument of choice. (MU.A.2.4.1)</li> <li>11. Identify and explain duet, trio, quartet, quintet, sextet, septet, brass choir, woodwind choir, mixed ensemble and percussion ensemble. (MU.D.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform from notation small ensemble literature 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)</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 describe melodic and rhythmic concepts in a given small ensemble selection. (MU.D.1.4.2)</li> <li>D. The student can sight-read melodies through 4 flats and 2 sharps and rhythmic patterns indigenous to grade II small ensemble literature. (MU.A.3.4.1)</li> <li>E. The student can verbally analyze and describe sonorities associated with small ensemble performance. (MU.D.1.4.2)</li> </ol>
<p>II Expressive and Stylistic Characteristics.</p>	<ol style="list-style-type: none"> <li>1. Execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.D.1.4.3)</li> <li>2. Define, identify and execute common tempo markings e.g., andante, allegro, ritardando, rallentando, and accelerando. (MU.D.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform and demonstrate correct dynamic levels and tempos in a small ensemble performance. (MU.A.2.4.3)</li> </ol>

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<p>III Techniques</p>	<ol style="list-style-type: none"> <li>3. Identify and execute an extended musical phrase. (MU.D.1.4.3)</li> <li>4. Adjust individual dynamic level to the small ensemble balance and blend. (MU.D.1.4.3)(MU.A.2.4.3)</li> <li>5. Identify and explain the intent of the director’s conducting gestures including entrances, releases, phrasing, tempo, dynamics and style. (MU.A.2.4.3)</li> <li>6. Demonstrate confidence and musicality within a non-conducted ensemble where appropriate. (MU.A.2.4.3)</li> <li>7. Demonstrate staccato, legato, slurred and unmarked articulations. (MU.A.2.4.1)</li> <li>8. Define and apply Grade III musical terms. (MU.A.3.4.2)</li> <li>9. List historical periods and styles of instrumental music e.g., baroque, classical, romantic and contemporary. (MU.C.1.4.1)</li> <li>10. Select with the aide of the conductor a variety of musical literature suitable to the small ensemble. (MU.D.1.4.3)</li>   <li>1. Demonstrate correct performance posture. (MU.A.2.4.1)</li> <li>2. Demonstrate correct breathing techniques while performing. (MU.A.2.4.1)</li> <li>3. Demonstrate correct embouchure position while performing. (MU.A.2.4.1)</li> <li>4. Demonstrate a characteristic tone for the instrument of choice. (MU.A.2.4.1)</li> <li>5. Recognize aurally and visually long, short and slurred articulations. (MU.D.1.4.1)</li> <li>6. Demonstrate articulated notes for the instrument of choice. (MU.A.2.4.1)</li> <li>7. Demonstrate ability to tune the instrument within itself and the small ensemble. (MU.A.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.A.2.4.3)</li> <li>C. The student can determine the grouping of notes that constitutes a musical idea or phrase. (MU.D.1.4.3)</li> <li>D. The student can identify the historical period, style and form of the literature performed. (MU.C.1.4.1)</li>   <li>A. The student can perform a given selection that demonstrates a minimum range of two octaves for brass, woodwind and mallet percussion instrumentalists. (MU.A.2.4.1)</li> <li>B. The student can visually identify and perform chromatic and major scales (ascending and descending) in the small ensemble literature performed. (MU.A.2.4.2)</li> <li>C. The student can demonstrate correct use of articulations in the literature performed. (MU.A.2.4.1)</li> </ol>

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<p>IV Forms and Structures</p>	<ol style="list-style-type: none"> <li>8. Demonstrate correct fingerings for the instrument of choice. (MU.A.2.4.1)</li> <li>9. Identify and perform a two octave chromatic scale, and one octave major scales with arpeggios through 4 flats and 2 sharps. (MU.A.2.4.1)</li> <li>10. Identify characteristics of individual tone quality and match tone quality with other instruments in the small ensemble. (MU.A.2.4.1)</li> <li>11. Demonstrate correct traditional or matched grip for percussionists. (MU.A.2.4.1)</li> <li>12. Identify and execute the first 13 essential rudiment and up to 4 flats and 2 sharp scales for mallet percussion players. (MU.A.2.4.1)</li> <li>13. Listen to musical recordings to establish concepts of characteristic tone and style representative of period of music performed. (MU.D.1.4.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Explain the organization of a small ensemble score. (MU.D.1.4.2)</li> <li>2. Analyze and visually identify potential melodic and rhythmic problems. (MU.D.1.4.2)</li> <li>3. Recognize aurally and visually a musical phrase. (MU.D.1.4.2)</li> <li>4. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da cappo, dal segno. (MU.A.3.4.2)</li> <li>5. Identify aurally and visually a melodic, counter melody, principal theme, ostinato bass, etc., in the small ensemble music performed. (MU.D.1.4.2)</li> <li>6. Recognize aurally various sections of compositions, (e.g., introduction, trio, strain, and coda). (MU.D.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>D. The percussion student can perform the first 13 essential rudiments and scales up to 3 flats and 2 sharps (mallet percussionists). (MU.A.2.4.1)</li> <li>E. The student can demonstrate good intonation and adjust tuning during small ensemble performance. (MU.A.2.4.1)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.4.2)</li> <li>B. The student can verbally analyze a small ensemble 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 or accompaniment in a small ensemble. (MU.D.2.4.3)</li> </ol>

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<p>V Personal/Social Musical Development and Lifelong Learning.</p>	<ol style="list-style-type: none"> <li>1. Identify and discriminate musical characteristics among a variety of musical styles and genre suitable to the small ensemble. (MU.C.1.4.1)</li> <li>2. Develop a criteria for evaluating a musical performance. (MU.D.2.4.2)</li> <li>3. Participate in and contribute to music activities. (MU.A.2.4.1)</li> <li>4. Demonstrate behaviors that reflect positive contributions to a group effort. (MU.A.2.4.1.)</li> <li>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1)(MU.D.1.4.2)</li> <li>6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary. (MU.E.2.4.2)</li> <li>B. The student can make an objective evaluation of self and other's musical performance using technical and musical criteria. (MU.D.2.4.2)</li> <li>C. The student can identify verbally and aurally stylistic and cultural characteristics from a variety of literature. (MU.C.1.4.1)</li> <li>D. The student can participate in all music activities and contribute to the efforts of the small ensemble. (MU.A.2.4.2)</li> <li>E. <i>The students can discuss the requirement for a career in music.</i> (MU.E.2.3.1)</li> <li>F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</li> <li>G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</li> </ol>

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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 (proper use of cork grease, oil, reed storage, snares and head care, etc.). (MU.A.2.4.1)</li> <li>3. Clean the instrument properly with proper accessories (swabs, mouthpiece brush, cleaning cloth, etc.). (MU.A.2.4.1)</li> <li>4. Place the instrument properly in the case. (MU.A.2.4.1)</li> </ol>	<p>A. The student can maintain a musical instrument. (MU.A.2.4.1)</p>