

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Musical Literacy</p>	<ol style="list-style-type: none"> 1. Identify the lines and spaces on the staff appropriate to the instrument of choice. (MU.A.3.4.2) 2. Define the function of the two numbers in the time signatures of simple and 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 all dotted-half notes and their corresponding rests where appropriate. (MU.A.3.4.2) 5. Identify and write moderately difficult rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth and dotted notes, and their corresponding rests in simple and compound and mixed meters. (MU.A.3.4.2) 6. Identify visually and aurally differences in successive rhythmic patterns. (MU.D.1.4.1) 7. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats and naturals. (MU.A.3.4.2) 8. Identify key signatures in all major and minor keys. (MU.A.3.4.2) 9. Identify and correct discrepancies in pitch, duration and meter between aurally presented passages and notation. (MU.D.1.4.2) 10. Imitate short melodic fragments on instrument of choice. (MU.A.2.4.1) 11. Identify and explain duet, trio, quartet, quintet, sextet, septet, brass choir, woodwind choir, mixed ensemble and percussion ensemble. (MU.D.1.4.1) 	<ol style="list-style-type: none"> A. The student can perform from notation small ensemble literature of Grade IV 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 small ensemble selection. (MU.D.1.4.2) 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) E. The student can verbally analyze and describe sonorities associated with small ensemble performance. (MU.D.1.4.2)
<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) 	<ol style="list-style-type: none"> A. The student can perform and demonstrate correct dynamic variations and tempo cues in a small ensemble performance. (MU.A.2.4.3)

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<p>III Techniques</p>	<ol style="list-style-type: none"> 2. Define, identify and execute common tempo markings e.g., andante, allegro, ritardando, rallentando, and accelerando. (MU.D.1.4.3) 3. Identify and execute an extended musical phrase. (MU.D.1.4.3) 4. Adjust individual dynamic level to the small ensemble balance and blend, (MU.D.1.4.3)(MU.A.2.4.3) 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) 6. Demonstrate confidence and musicality within a non-conducted ensemble where appropriate. (MU.A.2.4.3) 7. Demonstrate staccato, legato, slurred and unmarked articulations. (MU.A.2.4.1) 8. Define and apply Grade IV musical terms. (MU.A.3.4.2) 9. List historical periods and styles of instrumental music e.g., baroque, classical, romantic and contemporary. (MU.C.1.4.1) 10. Select independently a variety of musical literature suitable to the small ensemble. (MU.D.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 of choice. (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) C. The student can determine the grouping of notes that constitute a musical idea or phrase. (MU.D.1.4.3) D. The student can identify the historical period, style and form of the literature performed. (MU.C.1.4.1) <ol style="list-style-type: none"> 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) 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)

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<p>IV Forms and Structures</p>	<ol style="list-style-type: none"> 5. Recognize aurally and visually long, short and slurred articulations. (MU.D.1.4.1) 6. Consistently demonstrate articulated notes for the instrument of choice. (MU.A.2.4) 7. Consistently demonstrate ability to tune the instrument within itself and the small ensemble. (MU.A.2.4.1) 8. Consistently demonstrate correct fingerings for the instrument of choice. (MU.A.2.4.1) 9. Identify and perform a two octave chromatic scale, and all majors scales with arpeggios. (MU.A.2.4.1) 10. Identify characteristics of individual tone quality and match tone quality with other instruments in the small ensemble. (MU.A.2.4.1) 11. Consistently demonstrate correct traditional or matched grip for percussionists. (MU.A.2.4.1) 12. Identify and execute the all 26 essential rudiments and all major scales for mallet percussion players. (MU.A.2.4.1) 13. Listen to musical recordings to establish concepts of characteristic tone and style representative of period of music performed. (MU.D.1.4.1) <ol style="list-style-type: none"> 1. Explain the organization of a small ensemble score. (MU.D.1.4.2) 2. Analyze and visually identify potential melodic and rhythmic. (MU.D.1.4.2) 3. Recognize aurally and visually a musical phrase. (MU.D.1.4.2) 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) 	<ol style="list-style-type: none"> C. The student can demonstrate correct use of articulations in the literature performed. (MU.A.2.4.1) D. The percussion student can perform the 26 essential rudiments and all major scales (mallet percussionists). (MU.A.2.4.) E. The student can demonstrate good intonation and adjust tuning during small ensemble performance. (MU.A.2.4.1) <ol style="list-style-type: none"> A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.4.2) B. The student can verbally analyze a small ensemble score with regard to instrumentation and potential performance problems. (MU.D.1.4.2)

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<p>V Personal/Social Musical Development and Lifelong Learning</p>	<p>5. Identify aurally and visually a melody, counter melody, principal theme, ostinato bass, etc., in the small ensemble music performed. (MU.D.1.4.2)</p> <p>6. Recognize aurally various sections of compositions, (e.g., introduction, trio, strain, and coda). (MU.D.1.4.2)</p> <p>1. Identify and discriminate musical characteristics among a variety of musical styles and genre suitable to the small ensemble. (MU.C.1.4.1)</p> <p>2. Develop a criteria for evaluating a musical performance. (MU.D.2.4.2)</p> <p>3. Participate in and contribute to music activities. (MU.A.2.4.1)</p> <p>4. Demonstrate behaviors that reflect positive contributions to a group effort. (MU.A.2.4.1)</p> <p>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1)(MU.D.1.4.2)</p> <p>6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</p> <p>7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</p> <p>8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</p> <p>9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</p>	<p>C. The student can read, follow and perform an independent melodic line or accompaniment in a small ensemble. (MU.A.2.4.1)</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> <p>B. The student can make an objective evaluation of self and other musical performance using technical and musical criteria. (MU.D.2.4.2)</p> <p>C. The student can identify verbally and aurally stylistic and cultural characteristics from a variety of literature. (MU.C.1.4.1)</p> <p>D. The student can participate in all music activities and contribute to the efforts of the small ensemble. (MU.A.2.4.2)</p> <p>E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</p> <p>F. <i>The student can complete a research project about his/her music 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>

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<p>VI Instrument Care</p>	<ol style="list-style-type: none"> 1. Assemble the instrument properly. (MU.A.2.4.1) 2. Maintain the instrument properly (proper use of cork grease, oil, reed storage, snares and head care, etc.). (MU.A.2.4.1) 3. Clean the instrument properly with proper accessories (swabs, mouthpiece brush, cleaning cloth, etc.). (MU.A.2.4.1) 4. Place the instrument properly in the case. (MU.A.2.4) 	<p>A. The student can maintain a musical instrument. (MU.A.2.4.1)</p>