

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify the lines and spaces on the staff appropriate to each student's instrument. (MU.A.3.3.2)</li> <li>2. 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, 12/8, 5/8, 3/2 and any combination of time signatures. (MU.A.3.3.2)</li> <li>3. Describe pattern of whole steps and half steps in major and minor scales. (MU.A.3.3.2)</li> <li>4. Identify and perform eighth note, quarter note and half note triplets. (MU.A.3.3.2)</li> <li>5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, and dotted notes and their corresponding rests. (MU.A.3.3.2)</li> <li>6. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and dotted notes and their corresponding rests, to include sub-division of rhythms in slow tempi. (MU.A.3.3.3)</li> <li>7. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.3.3)</li> <li>8. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, naturals, double sharps and double flats. (MU.A.3.3.2)</li> <li>9. Identify key signature in all the major and relative minor concert keys. (MU.A.3.3.2)</li> <li>10. Identify discrepancies in pitch and duration between aurally presented passages and notation in all meters. (MU.D.1.3.2)</li> <li>11. Imitate on an instrument, short stepwise melodic fragments, ascending and descending, and melodic patterns using intervals of a 3rd and larger. (MU.A.2.3.1)</li> <li>12. Aurally and visually identify major and minor intervals up to an octave. (MU.A.3.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform from notation a prepared solo (s) of Grade IV or higher difficulty from the "Florida Bandmasters Association (FBA) Music List" or any other acceptable state/national band music list. (MU.A.2.3.1)</li> <li>B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.D.1.3.1)</li> <li>C. The student can verbally analyze and describe melodic and rhythmic concepts in a given selection. (MU.D.1.3.2)</li> <li>D. The student can sight read simple and complex pitch and rhythmic patterns by singing, clapping or playing an instrument. (MU.A.3.3.1)</li> <li>E. The student can read and perform literature for a small ensemble consisting of three or more instrumentalists. (MU.A.3.3.1)</li> <li>F. The student can read and perform literature in a large ensemble. (MU.A.2.3.3)</li> </ol>

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<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Identify and execute dynamic markings: ppp, pp, p, mp, mf, f, fff, ff, sfz, fp, crescendo and decrescendo. (MU.A.3.3.2)</li> <li>2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.A.3.3.2)</li> <li>3. Define, identify and execute common tempo markings (vivace, presto, allegro, andante, moderato, largo, ritardando, rallentando and accelerando). (MU.A.3.3.2)</li> <li>4. Identify and execute a musical phrase. (MU.A.2.3.2)</li> <li>5. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3)</li> <li>6. Identify and distinguish long and short staccato notes, long and short grace notes, and appropriate tonguing styles for literature being studied. (MU.A.2.3.1)</li> <li>7. Identify and execute articulation and style markings of accent, marcato and legato. (MU.A.2.3.1)</li> <li>8. Identify and define stylistic terms (maestoso, espressivo, dolce, cantabile). (MU.D.1.4.3)</li> <li>9. Identify and execute trill, tremelo and mordent. (MU.D.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform and demonstrate correct dynamic variations and tempo cues in a solo or an ensemble performance. (MU.A.2.3.3)</li> <li>B. The student can determine the grouping of notes that constitute a musical idea or phrase. (MU.D.1.3.3)</li> <li>C. The student can apply various articulations that conform to the style and period of music being studied. (MU.A.2.3.1)</li> <li>D. The student can apply various ornamentations conforming to the style and period of music performed. (MU.D.1.4.3)</li> </ol>
<p>III Technique</p>	<ol style="list-style-type: none"> <li>1. Demonstrate correct performance posture. (MU.A.2.3.1)</li> <li>2. Demonstrate correct breathing techniques while performing. (MU.A.2.3.1)</li> <li>3. Demonstrate correct embouchure position while performing. (MU.A.2.3.1)</li> <li>4. Demonstrate a characteristic tone for the instrument being studied. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform a given selection that demonstrates a minimum range of two and a half octaves for brass instrumentalists, practical range for woodwind instrumentalists, or range of instrument for mallet percussion instrumentalists. (MU.A.2.3.1)</li> </ol>

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	<ol style="list-style-type: none"> <li>5. Recognize aurally and visually long, short and slurred note articulations. (MU.A.2.3.1)</li> <li>6. Demonstrate tongued and slurred notes for instrument being studied. (MU.A.2.3.1)</li> <li>7. Demonstrate knowledge of tuning and adjusting intonation. (MU.A.2.3.1)</li> <li>8. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1)</li> <li>9. Demonstrate alternate trill and chromatic fingerings. (MU.A.2.3.1)</li> <li>10. Identify characteristics of personal tone quality and match tone quality with other performers in the group. (MU.A.2.3.1)</li> <li>11. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.3.1)</li> <li>12. Identify and perform from memory a two octave chromatic scale and major scales in the concert keys of F, Bb, Eb, Ab, Db, C, D, G and A. (MU.A.2.3.1)</li> <li>13. Identify and explain the intent of the director's conducting gestures including entrance and release, tempo, basic rhythmic patterns, dynamics, meter changes and style changes. (MU.A.2.3.3)</li> <li>14. Analyze and describe interpretations of recorded performances of music studied. (MU.D.1.4.3) (MU.D.1.4.2)</li> <li>15. Identify and execute the twenty-six rudiments from the National Association of Rudimental Drummers (percussion only). (MU.A.2.3.1)</li> <li>16. Listen to recordings of band works to establish concept of characteristic tone. (MU.D.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can visually identify and perform chromatic and major scales (ascending and descending) in literature performed. (MU.A.2.3.1)</li> <li>C. The student can demonstrate correct use of complex articulations in literature performed. (MU.A.2.3.1)</li> <li>D. The percussion student can perform percussion rudiments in music literature studied. (MU.A.2.3.1)</li> <li>E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.3.3)</li> <li>F. The student can follow and respond to conducting gestures in an ensemble setting. (MU.A.2.3.3)</li> </ol>

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IV Forms and Structures	<ol style="list-style-type: none"> <li>1. Explain the organization of an instrumental score. (MU.D.1.3.2)</li> <li>2. Analyze and visually identify potential melodic and rhythmic problems. (MU.D.1.3.2)</li> <li>3. Recognize aurally and visually a musical phrase. (MU.D.1.3.1)</li> <li>4. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.3.2)</li> <li>5. Identify aurally and visually a melody, counter melody and bass line. (MU.A.3.3.2) (MU.D.1.3.2)</li> <li>6. Recognize aurally various sections of composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1)</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.1.3.1)</li> <li>B. The student can analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.3.2)</li> <li>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.3.3)</li> </ol>
V Personal/Social Musical Development and Life Long Learning	<ol style="list-style-type: none"> <li>1. Identify and discriminate musical characteristics among a variety of musical styles and genre. (MU.C.1.3.1)</li> <li>2. Develop a criteria for evaluating a music performance. (MU.D.2.3.1)</li> <li>3. Participate in and contribute to music activities. (MU.A.2.3.3)</li> <li>4. Demonstrate behaviors that reflect positive contributions to a group effort. (MU.A.2.3.3)</li> <li>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1)</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> </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.2.3.2)</li> <li>B. The student can make an objective evaluation of self and others' musical performances using technical and musical criteria. (MU.D.2.3.2)</li> <li>C. The student can identify verbally and in writing stylistic and cultural characteristics from a variety of literature. (MU.C.1.3.1)</li> </ol>

