

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Identify the concert scales of F, Bb, Eb, Ab, C, D, G and arpeggios. (MU.A.3.3.2) 2. Identify the relative minor scales of concert keys listed above. (MU.A.3.3.2) 3. Identify chromatic scales and passages. (MU.A.3.3.2) 4. Visually and aurally recognize the blues scale. (MU.A.3.3.2) 5. Describe and identify major, minor, and perfect intervals. (MU.A.3.3.2) 6. Visually and aurally identify a basic blues progression. (MU.A.3.3.3) 7. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.3.3) 8. Visually and aurally identify dotted rhythms, syncopation, triplets and simple irregular meters. (MU.A.3.3.3) 9. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, naturals, double sharps and double flats. (MU.A.3.3.2) 10. Identify aurally discrepancies in pitch, duration and meter from written notation. (MU.A.3.3.3) 11. Imitate on the instrument perfect 5th and step wise melodic fragments (ascending and descending). (MU.A.2.3.1) 12. Improvise short solo passages using basic jazz progressions. (MU.B.1.3.2) 	<ol style="list-style-type: none"> A. The student can sight read developmental level stage band literature that contains dotted rhythms, syncopation, triplets and irregular meters. (MU.A.3.3.1) B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.A.3.3.3) C. The student can verbally analyze and examine melodic and rhythmic concepts from a given selection. (MU.A.3.3.3) D. The student can sight read band literature of Grade III or higher. (MU.A.3.3.1) E. The student can read and perform literature for a small ensemble consisting of three or more instrumentalists. (MU.A.2.3.2) F. The student can perform literature of Grade III or higher. (MU.A.2.3.2)

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<p>II Expressive/Stylistic Characteristic</p>	<ol style="list-style-type: none"> 1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.A.3.3.2) 2. Distinguish aurally, crescendo from decrescendo, and piano from forte. (MU.A.3.3.2) 3. Describe how dynamic changes are used to emphasize repetition, contrast, variation, development, and climax. (MU.A.3.3.2) 4. Identify, define and execute common tempo markings (andante, moderato, allegro, ritardando, rallentando, and accelerando). (MU.A.2.3.2) 5. Identify and describe the rubato or ad-lib effect on rhythm and tempo. (MU.A.2.3.2) 6. Recognize and execute patterns of strong and weak pulses, including syncopation. (MU.A.2.3.1) 7. Identify visually and aurally conducting patterns of 4, 3, 2, and 6. (MU.A.2.3.3) 8. Identify and execute a musical phrase. (MU.A.2.3.2) 9. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3) 10. Describe and contrast the characteristics of blues, swing, rock and ballad music styles. (MU.C.1.3.2) 11. Listen to recordings to establish conceptual jazz styles. (MU.C.1.3.2) (MU.D.1.3.1) 	<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.2.3.1) B. The student can describe and perform stylistic requirements of blues, swing, rock and ballad types of music. (MU.D.1.3.2)

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<p>III Technique</p>	<ol style="list-style-type: none"> 1. Demonstrate and perform concert scales of F, Bb, Eb, Ab, C, D, and G with arpeggios. (MU.A.2.3.1) 2. Demonstrate correct performance posture. (MU.A.2.3.1) 3. Identify characteristics of individual tone quality and match tone quality with other performers in the group. (MU.A.2.3.1) 4. Demonstrate moderate changes in loudness without distortion of tone quality. (MU.A.2.3.1) 5. Demonstrate fast, slow vibrato and straight tone. (MU.A.2.3.1) 6. Adjust intonation to match subtle variations in pitch (e.g., bends, scoops, drops, glisses). (MU.A.2.3.1) 7. Identify and demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1) 8. 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.2.3.1) 9. Interpret and execute Maelzel Metronome markings at correct tempo. (MU.A.2.3.1) 10. Visually and aurally recognize all standard jazz articulations and blends of articulations appropriate to the literature performed. (Reference: I AJE). (MU.D.1.3.1) 	<ol style="list-style-type: none"> A. The student can interpret and perform basic jazz rhythms and articulations. (MU.A.2.3.1) B. The student can play and project with a tone and sound that is associated with jazz. (MU.A.2.3.1) C. The student can perform in homogeneous sections of music with proper balance, blend, and precision. (MU.A.2.3.1) D. The student can play in tune and make tuning adjustments during solo or ensemble playing. (MU.A.2.3.1) E. The student can follow and respond to conducting gestures in an ensemble. (MU.A.2.3.3)

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<p>IV Form and Structure</p>	<ol style="list-style-type: none"> 11. Identify and execute the director's conducting techniques to include entrances, releases, tempos, basic rhythmic patterns, and dynamics. (MU.A.2.3.3) 12. Identify, recognize, and correct basic intonation problems pertaining to the instrument of choice. (MU.A.2.3.1) 1. Explain the organization of an instrumental score. (MU.D.1.3.2) 2. Analyze and visually identify potential rhythmic and melodic problems. (MU.D.1.3.2) 3. Identify aurally and visually a melody, harmony, counter melody and bass line. (MU.A.3.3.2) 4. Identify sections of compositions being performed (e.g., introduction, interlude, coda, bridge). (MU.D.1.3.1) 5. Aurally and visually recognize the phrase structure of the composition. (MU.D.1.3.1) 6. Identify various ABA forms commonly found in jazz. (MU.D.1.3.1) 7. Identify aurally various forms of jazz (e.g., swing, ballad, rock). (MU.D.1.3.2) 8. Recognizes aurally and identify motives or "licks" used by professionals. (MU.D.1.3.2) 	<ol style="list-style-type: none"> A. The student can analyze and differentiate verbally or in writing among popular, folk, jazz and classical styles of music. (MU.D.1.3.1) B. The student can visually analyze an instructional score with regard to instrumentation and potential performance problems. (MU.D.1.3.1) C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.D.2.3.3) D. The student can aurally identify and describe various styles and forms of jazz such as ballad, swing, rock, etc. (MU.D.1.3.2)

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<p>V Personal/Social Music Development and Lifelong Learning</p>	<p>9. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.3.2)</p> <p>10. Recognize aurally and visually sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1)</p> <p>11. Identify aurally and visually themes or motives as they recur in compositions being performed. (MU.D.1.3.1)</p> <p>1. Recognize aurally and differentiate among music from various ethnic and cultural origin. (MU.E.2.3.3)</p> <p>2. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1)</p> <p>3. Develop a criteria for evaluating a music performance. (MU.C.1.3.1)</p> <p>4. Participate and contribute in music activities. (MU.A.2.3.3)</p> <p>5. Demonstrate proper concert, rehearsal and performance etiquette. (MU.A.2.3.3)</p> <p>6. Explain or describe the importance of listening to recordings and attending live performances. (MU.E.2.3.1)</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>A. The student can describe personal preferences in music listening and performing. (MU.E.2.3.2)</p> <p>B. The student can make an objective evaluation of self and other musical performances using technical and musical criteria. (MU.D.2.3.2)</p> <p>C. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1)</p> <p>D. The student can identify verbally or in writing stylistic and cultural characteristics from a variety of literature. (MU.A.2.3.1)</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>	<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>1. Assembles the instrument properly. (MU.A.2.3.1)</p> <p>2. Maintains the instrument properly with the proper cleaning tools and lubricants. (MU.A.2.3.1)</p> <p>3. Places the instrument in the case properly. (MU.A.2.3.1)</p> <p>4. The student can identify potential problems when instrument is improperly stored in the case. (MU.A.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> <p>A. The student can maintain a musical instrument. (MU.A.2.3.1)</p>