

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

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<p>II Expressive/Stylistic Characteristic</p>	<p>12. Identify chord changes and spell basic chords from symbols commonly found in jazz literature. (MU.A.3.3.3)</p> <p>13. Improvise short solo passages using basic jazz progressions. (MU.B.1.3.2)</p> <p>1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.A.3.3.2)</p> <p>2. Distinguish aurally, crescendo from decrescendo, and piano from forte. (MU.A.3.3.2)</p> <p>3. Describe how dynamic changes are used to emphasize repetition, contrast, variation, development, and climax. (MU.A.3.3.2)</p> <p>4. Identify, define and execute common tempo markings (andante, moderato, allegro, ritardando, rallentando, and accelerando). (MU.A.2.3.2)</p> <p>5. Identify and describe the rubato or ad-lib effect on rhythm and tempo. (MU.A.2.3.2)</p> <p>6. Recognize and execute patterns of strong and weak pulses, including syncopation. (MU.A.2.3.1)</p> <p>7. Identify visually and aurally conducting patterns of 4, 3, 2, and 6. (MU.A.2.3.3)</p> <p>8. Identify and execute a musical phrase. (MU.A.2.3.2)</p>	<p>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)</p> <p>B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.A.2.3.3)</p> <p>C. The student can describe and perform stylistic requirements of blues, swing, rock, ballad and Latin types of music. (MU.C.1.3.2) (MU.D.1.3.1)</p>

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<p>III Technique</p>	<p>9. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.3.3)</p> <p>10. Describe and contrast the characteristics of blues, swing, rock, ballad, and Latin musical styles. (MU.C.1.3.2)</p> <p>11. Listen to recordings to establish conceptual jazz styles. (MU.C.1.3.2) (MU.D.1.3.1)</p> <p>1. Demonstrate and perform concert scales of F, Bb, Eb, Ab, C, D, and G with arpeggios. (MU.A.2.3.1)</p> <p>2. Demonstrate correct performance posture. (MU.A.2.3.1)</p> <p>3. Identify characteristics of individual tone quality and match tone quality with other performers in the group. (MU.A.2.3.1)</p> <p>4. Demonstrate moderate changes in loudness without distortion of tone quality. (MU.A.2.3.1)</p> <p>5. Demonstrate fast, slow vibrato and straight tone. (MU.A.2.3.1)</p> <p>6. Adjust intonation to match subtle variations in pitch (e.g., bends, scoops, drops, glisses). (MU.A.2.3.1)</p> <p>7. Identify and demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1)</p>	<p>A. The student can interpret and perform basic jazz rhythms and articulations. (MU.A.2.3.1)</p> <p>B. The student can play and project with a tone and sound that is associated with jazz. (MU.A.2.3.1)</p> <p>C. The student can perform in homogeneous sections of music with proper balance, blend, and precision. (MU.A.2.3.1)</p> <p>D. The student can play in tune and make tuning adjustments during solo or ensemble playing. (MU.A.2.3.1)</p> <p>E. The student can follow and respond to conducting gestures in an ensemble. (MU.A.2.3.3)</p>

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IV Form and Structure	<ol style="list-style-type: none"> <li>8. Execute and describe values of tied rhythmic patterns within the measure. (MU.A.2.3.1)</li> <li>9. Interpret and execute Maelzel Metronome markings at correct tempo. (MU.A.2.3.1)</li> <li>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)</li> <li>11. Identify and execute the director's conducting techniques to include entrances, releases, tempos, basic rhythmic patterns, and dynamics. (MU.A.2.3.3)</li> <li>12. Identify, recognize, and correct basic intonation problems pertaining to the instrument of choice and within the ensemble. (MU.A.2.3.1)</li> <li>1. Explain the organization of an instrumental score. (MU.D.1.3.2)</li> <li>2. Identify various types of scores (e.g. full, condensed, piano score and sketch score). (MU.D.1.3.2)</li> <li>3. Analyze and visually identify potential rhythmic and melodic problems. (MU.A.3.3.2)</li> <li>4. Identify aurally and visually a melody, harmony, counter melody and bass line. (MU.D.1.3.1)</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.1.3.1)</li> <li>B. The student can visually analyze an instructional score with regard to instrumentation and potential performance problems. (MU.D.1.3.1)</li> <li>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.D.2.3.3)</li> </ol>

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<p>V Personal/Social Music Development and Lifelong Learning</p>	<ol style="list-style-type: none"> <li>5. Identify sections of compositions being performed (e.g., introduction, interlude, coda, bridge). (MU.D.1.3.1)</li> <li>6. Aurally and visually recognize the phrase structure of the composition. (MU.D.1.3.1)</li> <li>7. Identify various ABA forms commonly found in jazz. (MU.D.1.3.2)</li> <li>8. Identify aurally various forms of jazz (e.g., swing, ballad, rock). (MU.D.1.3.2)</li> <li>9. Recognizes aurally and identify motives or “licks” used by professionals. (MU.D.1.3.2)</li> <li>10. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno, open repeats, optional endings, tags, etc. (MU.A.3.3.2)</li> <li>11. Recognize aurally and visually sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1)</li> <li>12. Identify aurally and visually themes or motives as they occur in compositions being performed. (MU.D.1.3.1)</li> <li>1. Recognize aurally and differentiate among music from various ethnic and cultural origin. (MU.E.2.3.3)</li> <li>2. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1)</li> </ol>	<p>D. The student can aurally identify and describe various styles and forms of jazz such as ballad, swing, rock, Latin, etc. (MU.D.1.3.2)</p> <p>A. The student can describe personal preferences in music listening and performing. (MU.E.2.3.2)</p>

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VI Instrument Care	<ol style="list-style-type: none"> <li>3. Develop a criteria for evaluating a music performance. (MU.D.2.3.1)</li> <li>4. Participate and contribute in music activities. (MU.A.2.3.3)</li> <li>5. Demonstrate proper concert, rehearsal and performance etiquette. (MU.A.2.3.3)</li> <li>6. Explain or describe the importance of listening to recordings and attending live performances. (MU.E.2.3.1)</li> <li>7. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>8. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>9. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>10. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</li> </ol> <ol style="list-style-type: none"> <li>1. Assembles the instrument properly. (MU.A.2.3.1)</li> <li>2. Maintains the instrument properly with the proper cleaning tools and lubricants. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can make an objective evaluation of self and other musical performances using technical and musical criteria. (MU.D.2.3.2)</li> <li>C. The student can participate in all music activities and contribute to the efforts of the total group. (MU.A.2.3.1)</li> <li>D. The student can identify verbally or in writing stylistic and cultural characteristics from a variety of literature. (MU.A.2.3.1)</li> <li>E. <i>The students can discuss the requirements 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> <li>A. The student can maintain a musical instrument. (MU.A.2.3.1)</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Places the instrument in the case properly. (MU.A.2.3.1)</li> <li>4. Identify potential problems which can occur when an instrument is improperly stored in the case. (MU.A.2.3.1)</li> </ol>	