

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify the lines and spaces of the staff appropriate to each student's instrument. (MU.A.3.4.2)</li> <li>2. Identify the strings of the orchestral instrument being studied. (MU.A.2.4.1)</li> <li>3. Define the function of the two numbers in the time signatures of 2/4, 3/4, 4/4, alla breve, 3/8, and 6/8. (MU.A.3.4.2)</li> <li>4. Describe whole steps and half steps in major scales. (MU.A.3.4.2)</li> <li>5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, dotted-half notes, and their corresponding rests. (MU.A.3.4.2)</li> <li>6. Identify visually and aurally differences in successive rhythmic patterns. (MU.D.1.4.2)</li> <li>7. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth and dotted-half notes and their corresponding rests. (MU.A.3.4.2)</li> <li>8. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.4.2)</li> <li>9. Identify key signature in the concert keys of F, Bb, Eb, Ab, C, G, or G, D, A, E, C, F and Bb for string players. (MU.A.3.4.2)</li> <li>10. Identify discrepancies in pitch and duration between aurally presented passages and notation in 4/4, 3/4, 2/4, alla breve, 3/8, and 6/8 meters. (MU.D.1.4.2)</li> <li>11. Imitate on an instrument short stepwise melodic fragments ascending and descending. (MU.A.2.4.4)</li> <li>12. Identify aurally step/skip melodic fragments. (MU.D.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform from notation a prepared solo (s) of Grade II or higher difficulty selected from the "Florida Bandmasters Association (FBA) Music List" or any other acceptable state/national 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 examine melodic and rhythmic concepts from a given selection. (MU.D.1.4.2)</li> <li>D. The student can sight read simple pitch and rhythmic patterns. (MU.A.3.4.1)</li> </ol>

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<p>II Expressive and Stylistic Characteristic</p>	<ol style="list-style-type: none"> <li>1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, sfz, crescendo and decrescendo. (MU.D.1.4.3)</li> <li>2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.D.1.4.1)</li> <li>3. Define, identify and execute common tempo markings (andante, allegro ritardando, rallentando, accelerando, presto, and largo). (MU.D.1.4.3)</li> <li>4. Identify and execute a musical phrase. (MU.D.1.4.3)</li> <li>5. Adjust individual dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.4.3) ((MU.D.1.4.3)</li> <li>6. Define, identify and execute common stylistic markings (accent, legato, staccato). (MU.D.1.4.3)</li> <li>7. Identify and define stylistic terms (maestoso, cantabile). (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.2.4.2) (MU.A.2.4.3) (MU.D.1.4.3)</li> <li>B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.A.2.4.3) (MU.D.1.4.3)</li> <li>C. The student can describe how various bow techniques, tempi, dynamics and rhythms are combined to create various styles and expression in music. (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.2.4.1)</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 being studied. (MU.A.2.4.1)</li> <li>5. Recognize aurally and visually long, short and slurred note articulations. (MU.D.1.4.1) ((MU.A.3.4.2)</li> <li>6. Demonstrate tongued and slurred notes for instrument being studied, including legato, staccato, marcato, and unmarked articulations. (MU.A.2.4.2)</li> <li>7. Demonstrate knowledge of tuning and adjusting intonation. (MU.A.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform a given selection that demonstrates a minimum range of two octaves for brass instrumentalists, two octaves for woodwind instrumentalists, and two and one half octaves for mallet percussion instrumentalists. (MU.A.2.4.2)</li> <li>B. The student can visually identify and perform chromatic and major scales (ascending and descending) in literature performed. (MU.A.2.4.2)</li> <li>C. The student can demonstrate correct use of articulations in literature performed. (MU.A.2.4.2)</li> </ol>

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	<ol style="list-style-type: none"> <li>8. Demonstrate correct fingerings for the instrument being studied and 1-2-3 finger patterns for string players. (MU.A.2.4.1)</li> <li>9. Identify and perform a one octave chromatic scale, and major scales in the concert keys of F, Bb, Eb, Ab, and C for wind and mallet instrumentalists. (MU.A.2.4.1)</li> <li>10. Identify and perform the G, D, A, E, C, F, and Bb major scales in two octaves for string players. (MU.A.2.4.1)</li> <li>11. Identify characteristics of personal tone quality and match one quality with other performers in the group. (MU.A.2.4.3)</li> <li>12. Demonstrate correct vibrato technique for string and appropriate wind instruments. (MU.A.2.4.1)</li> <li>13. Demonstrate correct right hand bow grip for the instrument being studied. (MU.A.2.4.1)</li> <li>14. Demonstrate correct left hand, head and arm position for string player. (MU.A.2.4.1)</li> <li>15. Demonstrate proper bow speed and bow pressure or weight for string players. (MU.A.2.4.1)</li> <li>16. Execute and play single and multiple groups of whole, half, quarter, eighth, and sixteenth notes in down and up bow motions. (MU.A.2.4.1)</li> <li>17. Visually recognize and execute legato and slurred bowing. (MU.A.2.4.1)</li> <li>18. Demonstrate understanding and execution of bow distribution into 2, 3, 4, and 8 in a downward and upward bowing motion. (MU.A.2.4.1)</li> <li>19. Visually recognize and execute detache, martele, marcato and staccato strokes for string players. (MU.A.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>D. The percussion student can perform the following strokes: single stroke, multiple bounce, 5, 7 and 9 stroke rolls. (MU.A.2.4.2)</li> <li>E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.4.2) ((MU.A.2.4.3)</li> <li>F. The student can follow and respond to conducting gestures in an ensemble setting. (MU.A.2.4.3)</li> </ol>

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<p>IV Forms and Structures</p>	<p>20. Develop pizzicato technique for the left and right hands for string players. (MU.A.2.4.1)</p> <p>21. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.1)</p> <p>22. Identify and execute the proper use of single stroke roll, multiple bounce, flam paradiddle, ruff, flam tam flamaque, 5, 7, 9, 13, and 17 stroke rolls for percussion players. (MU.A.2.4.1)</p> <p>23. Identify and explain the intent of the director's conducting gesture including entrance and release; tempo; basic rhythmic patterns; dynamics and meter changes. (MU.A.2.4.3) (MU.D.1.4.3)</p> <p>24. Listen to recordings of musical works to establish concept of characteristic tone. (MU.D.2.4.1)</p> <p>1. Explain the organization of an instrumental score. (MU.A.3.4.2)</p> <p>2. Analyze and visually identify potential melodic and rhythmic problems. (MU.D.1.4.2)</p> <p>3. Recognize aurally and visually a musical phrase. (MU.D.1.4.1) ((MU.D.1.4.3)</p> <p>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)</p> <p>5. Identify aurally and visually melody, counter melody and bass line. (MU.D.1.4.1)</p> <p>6. Recognize aurally various sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.4.1)</p>	<p>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.4.2)</p> <p>B. The student can verbally analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.4.2)</p> <p>C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.4.3)</p>

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> <li>1. Identify and discriminate musical characteristics among a variety of musical and genre. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3)</li> <li>2. Develop a criteria for evaluating a music performance. (MU.D.2.4.1)</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.2.4.3)</li> <li>5. Analyze and describe the cultural context of the literature performed. (MU.E.1.4.2) (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3)</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.2.4.1) ((MU.D2.4.2)</li> <li>C. The student can verbally and in writing identify stylistic and cultural characteristics from a variety of literature. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3) (MU.E.1.4.2)</li> <li>D. The student can participate in all music activities that contribute to the efforts of the total group. (MU.A.2.4.3)</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> </ol>

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VI Instrument Care	<ol style="list-style-type: none"> <li>1. Assemble the instrument properly.</li> <li>2. Maintain the instrument properly (proper use of cork grease, oil, rosin, reed storage).</li> <li>3. Clean the instrument properly with the proper accessories (swabs, mouthpieces wire brush, cleaning rag, etc.).</li> <li>4. Place the instrument properly in the case.</li> </ol>	<p>A. The student can maintain a musical instrument.</p>