

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, G, D, and A. (MU.A.3.4.2) 2. Identify the relative minor scales of concert keys: F, Bb, Eb, Ab, C, G, and D. (MU.A.3.4.2) 3. Identify chromatic scales and passages. (MU.A.3.4.2) 4. Visually and aurally recognize F, Bb, Eb, Ab, C, G, D blues scales. (MU.A.3.4.2) 5. Describe and identify major, minor, and perfect intervals. (MU.A.3.4.2) 6. Describe and identify chords built on the root, third, fifth and seventh. (MU.A.3.4.2) 7. Visually and aurally identify and demonstrate a basic blues progression. (MU.A.3.4.2)(MU.D.1.4.1) 8. Identify visually and aurally differences in successive rhythmic patterns. (MU.D.1.4.1) 9. Visually and aurally identify dotted rhythms, syncopation, triplets and simple irregular meters. (MU.A.3.4.2) 10. Identify and explain the function of symbols indicating chromatic alterations: (e.g., sharps, flats, naturals, double sharps and double flats). (MU.A.3.4.2) 11. Identify aurally and visually discrepancies in 4/4, 3/4, 2/4, alla breve, 3/8, and 6/8 from the rhythmic notation. (MU.A.3.4.2) 12. Imitate on an instrument short step-wise melodic fragments ascending and descending. (MU.A.2.4.1) 13. Imitate on the instrument perfect 5ths and step-wise melodic fragments ascending and descending. (MU.A.2.4.1) 14. Identify chord changes and progressions from symbols commonly found in jazz literature. (MU.A.3.4.2) 	<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.3.4.1) 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 examine melodic and rhythmic concepts from a given selection. (MU.D.1.4.2) D. The student can sight read rhythmic patterns by singing, clapping or playing an instrument. (MU.A.3.4.1) E. The student can improvise a twelve measure blues progression in simple keys. (MU.B.1.4.1)

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<p>II Expressive/Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.D.1.4.3) 2. Distinguish aurally crescendo from decrescendo and piano from forte. (MU.D.1.4.3) 3. Describe how dynamic changes are used to emphasize repetition, contrast, variation, development, and climax. (MU.D.1.4.3) 4. Define, identify and execute common tempo markings (e.g., andante, moderato, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.3) 5. Identify and describe the rubato or ad lib effect on duration and tempo. (MU.D.1.4.3) 6. Recognize and execute patterns of strong and weak pulses, including syncopation. (MU.A.2.4.1) 7. Visually and aurally identify conducting patterns of 4, 3, 2, and 6. (MU.D.1.4.1) 8. Identify and perform a musical phrase. (MU.A.2.4.1) 9. Adjust individual dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.4.3) 10. Listen to musical recordings to establish conceptual jazz styles. (MU.D.1.4.1) 11. Describe and contrast the characteristics of blues, swing, rock ballad, and latin musical styles. (MU.C.1.4.3) 	<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.2.4.3) B. The student can follow conducting techniques for dynamics, tempos and other expressive characteristics. (MU.A.2.4.3) C. The student can demonstrate a basic understanding of stylistic demands of performing blues, swing, rock, ballad, and latin styles of music. (MU.A.2.4.4)
<p>III Technique</p>	<ol style="list-style-type: none"> 1. Demonstrate and performs scales and arpeggios of concert keys F, Bb, Eb, C, G, D and A. (MU.A.2.4.1) 2. Demonstrate correct performance posture. (MU.A.2.4.1) 3. Demonstrate a good characteristic tone quality. (MU.A.2.4.1) 	<ol style="list-style-type: none"> A. The student can interpret and perform basic jazz rhythms and articulations. (MU.A.2.4.1) B. The student can play and project with a tone and sound that is appropriate for jazz. (MU.A.2.4.1)

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IV Forms and Structure	<ol style="list-style-type: none"> 4. Identify characteristics of individual tone quality and match tone with other like instruments in the group. (MU.A.2.4.1) 5. Demonstrate moderate changes in loudness without distortion of tone quality. (MU.A.2.4.1) 6. Demonstrate fast and slow vibrato and a straight tone. (MU.A.2.4.1) 7. Adjust intonation to match subtle variations in pitch (e.g., bends, scoops, drops, glisses). (MU.A.2.4.1) 8. Identify and demonstrate correct fingers for the instrument being studied. (MU.A.2.4.1) 9. Execute and describe values of dotted rhythmic patterns (e.g., dotted half note and quarter note, dotted quarter note and eighth note, dotted eighth and sixteenth note). (MU.A.2.4.1) 10. Execute and describe values of tied rhythmic figures, both within the measure and across the bar line. (MU.A.2.4.1) 11. Interpret and execute Metronome markings at correct tempo. (MU.A.2.4.1) 12. Visually and aurally recognize all standard jazz articulations and blends of articulation appropriate to the literature performed. (MU.D.1.4.1) 13. Listen to musical recordings to establish concept of characteristic tone. (MU.D.1.4.1) 14. Identify, recognize and correct basic intonation problems pertaining to the instrument of choice as well as within the ensemble. (MU.A.2.4.3) <ol style="list-style-type: none"> 1. Explain the organization of an instrumental score. (MU.D.1.4.2) 2. Identify various types of scores (e.g., full, condensed, piano score, and sketch score). (MU.D.1.4.2) 	<ol style="list-style-type: none"> C. The student can perform in homogeneous sections with proper balance, blend, and precision. (MU.A.2.4.1) D. The student can play in tune and make tuning adjustments during solo or ensemble playing. (MU.A.2.4.1) (MU.A.2.4.3) E. The student can follow and respond to conducting patterns in an ensemble. (MU.A.2.4.3) <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.1.4.2)

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<ol style="list-style-type: none"> 3. Analyze and visually identify potential rhythmic problems. (MU.D.1.4.2) 4. Identify aurally and visually a melody, harmony, counter melody and bass line. (MU.D.1.4.2) 5. Aurally and visually recognize the phrase structure of the composition. (MU.D.1.4.2) 6. Identify various forms of ABA to describe different jazz forms. (MU.D.1.4.2) 7. Recognize aurally motives or “licks” used by professionals. (MU.D.1.4.1) 8. Identify and define markings and symbols that affect form: (e.g., repeat signs, first and second ending, da capo, dal segno). (MU.A.3.4.2) 9. Recognize aurally and visually sections of a composition (e.g., introduction, a section, bridge, chorus, strain, coda). (MU.D.1.4.2) 10. Identify aurally and visually themes or motives as they occur in compositions being performed. (MU.D.1.4.1) <ol style="list-style-type: none"> 1. Recognize aurally and differentiate among music from various ethnic and cultural origins. (MU.C.1.4.1) 2. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1) 3. Develop a criteria for evaluating a music performance. (MU.D.2.4.2) 4. Participate and contribute in music activities. (MU.A.2.4.1) 5. Demonstrate proper concert, rehearsal and performance etiquette. (MU.A.2.4.1) 6. Explain or describe the importance of listening to recordings and attending live performances. (MU.E.2.4.2) 7. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 	<ol style="list-style-type: none"> B. The student can visually analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.4.2) C. The student can read, follow and perform an independent melodic line in an ensemble. (MU.A.2.4.3) D. The student can aurally identify and describe various styles and forms of jazz such as ballad, swing, rock, latin, etc. (MU.C.1.4.1) <ol style="list-style-type: none"> A. The student can describe personal preferences in music listening and performing. (MU.E.2.4.2) B. The student can make an objective evaluation of self and other’s musical performance using technical and musical criteria. C. The student can participate in all music activities that have an aesthetic value and contribute to the efforts of the total group. (MU.A.2.4.1)

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<p>VI. Instrument Care.</p>	<p>8. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</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. Assemble the instrument properly. (MU.A.2.4.1)</p> <p>2. Maintain the instrument properly with the proper cleaning tools and lubricants. (MU.A.2.4.1)</p> <p>3. Place the instrument in the case properly. (MU.A.2.4.1)</p> <p>4. Identify problems which can occur when an instrument is improperly stored in the case. (MU.A.2.4.1)</p>	<p>D. The student can verbally and in writing identify stylistic and cultural characteristics from a variety of literature. (MU.C.1.4.1)</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> <p>A. The student can demonstrate and show evidence of respect, understanding and value for maintaining a musical instrument. (MU.A.2.4.1)</p>