

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Musical Literacy</p>	<ol style="list-style-type: none"> 1. Define the function of the two numbers in the time signatures of simple, compound and mixed meters. (MU.A.3.4.2) 2. Describe whole steps and half steps in major and minor scales. (MU.A.3.4.2) 3. Identify and write difficult rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, dotted half-notes, and their corresponding rests in simple, compound and mixed meters. (MU.A.3.4.2) 4. Identify differences visually and aurally in successive rhythmic patterns. (MU.A.3.4.2) (MU.D.1.4.2) 5. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, naturals, double sharps and double flats. (MU.A.3.4.2) 6. Identify key signatures in all major and minor keys. (MU.A.3.4.2) 7. Independently identify discrepancies in pitch, duration, and meter in ensemble performance. (MU.D.1.4.2) 8. Imitate melodic fragments on an instrument. (MU.A.2.4.4) 	<ol style="list-style-type: none"> A. The student can perform from notation a prepared solo(s) of Grade IV or higher difficulty selected from the “Florida Bandmaster Association (FBA) Music List” or any other acceptable state/national band music list. (MU.A.2.4.2) 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 describe melodic and rhythmic concepts in a given selection. (MU.D.1.4.2) D. The student can sight read Grade III music. (MU.A.3.4.1)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute all dynamic markings. (MU.D.1.4.3) 2. Define, identify and execute common tempo markings (e.g., andante, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.3) 3. Identify and execute an extended musical phrase with stylistic expression. (MU.D.1.4.3) 4. Adjust individual dynamic level to the ensemble balance and blend. (MU.D.1.4.3) (MU.A.2.4.3) 5. Explain the intent of the director’s conducting gestures as it relates to the interpretation of the music. (MU.D.1.4.3) (MU.A.2.4.3) 	<ol style="list-style-type: none"> A. The student can perform and demonstrate correct dynamic variations, articulations and tempo cues in a solo or an ensemble performance. (MU.D.1.4.3) B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.D.1.4.3) (MU.A.2.4.3)

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<p>III Technique</p>	<p>6. Demonstrate all articulations in literature performed. (MU.D.1.4.3)</p> <p>7. Define and apply Grade IV musical terms to literature performed. (MU.D.1.4.3) (MU.A.3.4.2)</p> <p>8. Define a variety of instrumental forms. (MU.C.1.4.1)</p> <p>9. List and describe major historical periods and styles of instrumental music. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3)</p> <p>1. Independently demonstrate correct performance posture. (MU.A.2.4.1)</p> <p>2. Independently demonstrate correct breathing techniques while performing. (MU.A.2.4.1)</p> <p>3. Independently demonstrate correct embouchure position while performing. (MU.A.2.4.1)</p> <p>4. Independently demonstrate a characteristic tone for the instrument being studied. (MU.A.2.4.1)</p> <p>5. Recognize aurally and visually various articulations including: marcato, legato, staccato, sfz, and slurs. (MU.D.1.4.1) (MU.D.1.4.3)</p> <p>6. Independently demonstrate articulated notes for instrument being studied. (MU.D.1.4.3)</p> <p>7. Independently tune instrument. (MU.A.2.4.2)</p> <p>8. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.4.2)</p> <p>9. Identify, and perform a two octave chromatic major and minor scales. (MU.A.2.4.2)</p>	<p>C. The student can determine the grouping of notes that constitute an extended musical idea or phrase and execute expressively. (MU.D.1.4.3)</p> <p>D. Identify form of music being performed. (MU.C.1.4.1)</p> <p>E. Relate historical period and style to literature being performed. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3) (MU.E.1.4.2)</p> <p>A. The student can perform a given selection that demonstrates a minimum range of two octaves for brass woodwind and mallet percussion instrumentalists. (MU.A.2.4.2)</p> <p>B. The student can visually identify and perform chromatic, major and minor scales (ascending and descending) in literature performed. (MU.A.2.4.2)</p> <p>C. The student can demonstrate correct use of articulations in literature performed. (MU.A.2.4.2)</p> <p>D. The percussion student can perform all rudiment percussion techniques. (MU.A.2.4.2)</p> <p>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)</p>

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IV Forms and Structures	<p>10. Identify characteristics of individual tone quality and match tone quality with other like instruments in the group. (MU.A.2.4.3)</p> <p>11. Independently demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.2)</p> <p>12. Demonstrate proficiency of all rudiment percussion techniques. (MU.A.2.4.2)</p> <p>13. Listen to musical recordings to establish concept of characteristic tone and style interpretation. (MU.D.2.4.1)</p> <p>1. Analyze and visually identify potential melodic and rhythmic problems. (MU.D.1.4.2)</p> <p>2. Recognize aurally and visually a musical phrase. (MU.D.1.4.1)</p> <p>3. Identify and define markings and symbols that affect form (e.g. repeat signs, first and second endings, da capo, dal segno). (MU.A.3.4.2)</p> <p>4. Identify aurally and visually a melody, counter melody, principle themes, etc. (MU.A.3.4.2) (MU.D.1.4.1)</p> <p>5. 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>
V Personal/Social Musical Development and Lifelong Learning	<p>1. Identify and discriminate musical characteristics among a variety of musical styles and genre. (MU.C.1.4.1) (MU.C.1.4.2) (MU.C.1.4.3)</p> <p>2. Develop a criteria for evaluating a music performance. (MU.D.2.4.1)</p> <p>3. Participate in and contribute to music activities.</p>	<p>A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary. (MU.E.2.4.2)</p>

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VI Instrument Care	<ol style="list-style-type: none"> 4. Demonstrate behaviors that reflect positive contributions to a group effort. 5. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3)(MU.E.1.4.2) 6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 7. <i>analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 8. <i>Explain the function of the music union (AFM), agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) <ol style="list-style-type: none"> 1. Assemble the instrument properly. 2. Maintain the instrument properly (proper use of cork grease, oil, reed storage). 3. Clean the instrument properly with the proper accessories (swabs, mouthpiece wire brush, cleaning rag, etc.). 4. Place the instrument properly in the case. 	<ol style="list-style-type: none"> 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.D.2.4.2) C. The student can identify verbally and aurally 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) D. The student can participate in all music activities and contribute to the efforts of the total group. E. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1) F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3) <ol style="list-style-type: none"> A. The student can maintain a musical instrument.