

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify the lines and spaces on the staff appropriate to each student's instrument. (MU.A.3.4.2)</li> <li>2. Define the function of the two numbers in the time signatures of 2/4, 3/4, 4/4, ala breve, 3/8, and 6/8. (MU.A.3.4.2)</li> <li>3. Describe whole steps and half steps in major scales. (MU.A.3.4.2)</li> <li>4. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, and dotted-half notes and their corresponding rests. (MU.A.3.4.2)</li> <li>5. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteenth, and 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.A.3.4.2) (MU.D.1.4.1)</li> <li>7. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, and naturals. (MU.A.3.4.2)</li> <li>8. Identify key signature in the concert keys through 4 flats and 1 sharp. (MU.A.3.4.2)</li> <li>9. Identify discrepancies in pitch and duration between aurally presented passages, notation and meter between aurally presented passages and notation. (MU.D.1.4.2)</li> <li>10. Imitate on an instrument, short stepwise melodic fragments, ascending and descending. (MU.A.2.4.4)</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 band 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 describe melodic and rhythmic concepts in a given selection. (MU.D.1.4.2)</li> <li>D. The student can sight read simple pitch and rhythmic patterns through 3 flats and one (1) sharp. (MU.A.3.4.1)</li> </ol>
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo. (MU.D.1.4.3)</li> <li>2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.D.1.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> </ol>

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<p>III Technique</p>	<ol style="list-style-type: none"> <li>3. Define, identify and execute common tempo markings (e.g. andante, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.3)</li> <li>4. identify and execute a musical phrase. (MU.D.1.4.3)</li> <li>5. adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.A.2.4.3)</li> <li>6. Demonstrate staccato, legato, slurred and unmarked articulations. (MU.D.1.4.3)</li> <li>7. Identify and explain the intent of the director's conducting gestures including entrance and release, tempo, dynamics, etc. (MU.A.2.4.3) (MU.D.1.4.3)</li> <li>8. Define and apply Grade II musical terms. (MU.A.2.4.2)</li> </ol> <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)</li> <li>6. Demonstrate articulated notes for instrument being studied. (MU.A.2.4.1)</li> <li>7. Demonstrate knowledge of tuning and adjusting intonation. (MU.A.2.4.1)</li> <li>8. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.4.1)</li> <li>9. Identify, and perform a one octave chromatic scale, and major scales in the concert keys through 4 flats and 2 sharps. (MU.A.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.A.2.4.3)</li> <li>C. The student can determine the grouping of notes that constitute a musical idea or phrase. (MU.D.1.4.3)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can perform a given selection that demonstrates a minimum range of one octave for brass instrumentalists, an octave and a half for woodwind instrumentalists, or two octaves for mallet percussion instrumentalists. (MU.A.2.4.1)</li> <li>B. The student can visually identify and perform chromatic and major scales (ascending and descending) in literature performed. (MU.A.2.4.1)</li> <li>C. The student can demonstrate correct use of articulations in literature performed. (MU.A.2.4.1)</li> <li>D. The percussion student can perform the first seven essential rudiments and buzz roll. (MU.A.2.4.1)</li> </ol>

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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. Demonstrate correct hand position (traditional or matched grip) for percussionist. (MU.A.2.4.1)</p> <p>12. Identify and execute the first seven essential rudiments and buzz roll for percussionists. (MU.A.2.4.1)</p> <p>13. Listen to musical recordings to establish a concept of characteristic tone. (MU.D.2.4.2)</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)</p> <p>4. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo and dal segno. (MU.A.3.4.2)</p> <p>5. Identify aurally and visually a melodic line. (MU.D.1.4.1)</p> <p>6. Recognize aurally various sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.4.2)</p>	<p>E. The student can demonstrate good intonation and adjust tuning during solo or ensemble performance. (MU.A.2.4.3)</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) (MU.D.1.4.1)</p> <p>2. Develop a criteria for evaluating a music performance. (MU.D.2.4.1)</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"> <li>3. Participate and contribute to music activities.</li> <li>4. Demonstrate behaviors that reflect positive contributions to a group effort.</li> <li>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)</li> <li>6. <i>List factor 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>1. Assemble the instrument properly.</li> <li>2. Maintain the instrument properly (proper use of cork grease, oil, reed storage).</li> <li>3. Clean the instrument properly with the proper accessories (swabs, mouthpiece wire brush, cleaning rag, etc.).</li> <li>4. Place the instrument properly in the case.</li> </ol>	<ol style="list-style-type: none"> <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.D.2.4.2)</li> <li>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)</li> <li>D. The student can participate in all music activities and contribute to the efforts of the total group.</li> <li>E. <i>The student 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> <ol style="list-style-type: none"> <li>A. The student can maintain a musical instrument.</li> </ol>