

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Identify the lines and spaces on the staff appropriate to each student's instrument. (MU.A.3.4.2) 2. Identify and describe the function of the bow on a string instrument. (MU.A.3.4.2) 3. Define the function of the two numbers in the time signatures of 2/4, 3/4, 4/4, alla brev, 3/8, and 6/8. (MU.A.3.42) 4. Describe, write and perform whole steps and half steps in major scales up to 2 sharps and 2 flats. (MU.A.2.4.2) (MU.B.2.41) 5. Identify and describe the values of the whole, half, quarter, eighth, sixteenth, dotted-notes and their corresponding rests. (MU.A.3.4.2) 6. Identify rhythmic patterns utilizing whole, half, quarter, eighth, sixteen, and dotted-notes and their corresponding rests. (MU.A.3.4.2) 7. Identify visually and aurally differences in successive rhythmic patterns. (MU.A.3.4.2) ((MU.D.1.4.1) 8. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.4.2) 9. Visually recognizes symbols for: down bow, up bow, and lift bow (recover) (MU.A.3.4.2) 10. Identify key signatures in the keys of C, G, D, F, and Bb. (MU.A.3.4.2) 11. Identify aurally and visually discrepancies in pitch, duration and meter between aurally presented passages and notation. (MU.D.1.4.1) ((MU.A.3.4.2) 12. Imitate on the instrument perfect 5ths and step wise melodic fragments (ascending and descending). (MU.A.2.4.4) 	<ol style="list-style-type: none"> A. The student can perform from notation a prepared solo(s) selected from any acceptable level II or higher solo book or state/national music list. (MU.A.2.4.1) B. The student can visually and aurally identify tonal and rhythmic patterns in the literature performed. (MU.A.2.4.1) (MU.D.1.4.1) C. The student can verbally analyze and describe melodic and rhythmic concepts from a given selection. (MU.D.1.4.2) D. The student can sight read pitch in keys up to 2 sharps and basic rhythmic patterns. (MU.A.3.4.1)

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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.1.4.1) (MU.D.1.4.3) 3. Define, identify and execute common tempo markings (andante, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.3) 4. Identify visual conducting patterns of 4, 3, 2, and 6. (MU.A.2.4.3) 5. Identify and execute a musical phrase. (MU.D.1.4.3) 6. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.D.1.4.3) (MU.A.2.4.3) 7. Demonstrate correct bowing articulation to match style of music performed. (MU.A.2.4.2) 8. Identify and explain the intent of the director's conducting gestures including entrance and release, tempo, dynamics, etc. (MU.D.1.4.3) (MU.A.2.4.3) 9. Define and apply applicable musical terms. (MU.A.3.4.2) (MU.D.1.4.3) 	<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.A.2.4.2) (MU.A.2.4.3) B. The student can follow conducting gestures for dynamics, tempos, and other expressive characteristics. (MU.D.1.4.3) (MU.A.2.4.3) C. the student can determine the grouping of notes that constitute a musical idea or phrase with the correct bowing position. (MU.D.1.4.3)
<p>III Technique</p>	<ol style="list-style-type: none"> 1. Demonstrate correct performance posture. (MU.A.2.4.1) 2. Demonstrate correct right hand bow grip for the instrument being studied. (MU.A.2.4.1) 3. demonstrate proper point of contact. (MU.A.2.4.1) 4. Demonstrate correct left hand, head and arm position. (MU.A.2.4.1) 	<ol style="list-style-type: none"> A. Student can show evidence of proper bowing techniques, characteristic tone, and intonation in literature performed. (MU.A.2.4.1) B. The student can perform and visually recognize staccato, legato, slurred, spiccato, and portato articulations from notation. (MU.A.2.4.1)

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	<ol style="list-style-type: none"> 5. Demonstrate proper bow speed and bow pressure or weight. (MU.A.2.4.1) 6. Demonstrate a good characteristic tone quality. (MU.A.2.4.1) 7. 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) 8. Execute and visually recognize up, down, and lift bow (recover). (MU.A.2.4.1) 9. Visually recognize and execute legato and slurred bowing. (MU.A.2.4.1) 10. 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) 11. Visually recognize and execute detache, martele, marcato, spiccato and stacato strokes. (MU.A.2.4.1) 12. Develop pizzicato technique for the left and right hands. (MU.A.2.4.1) 13. Demonstrate knowledge of adjusting and tuning the instrument for deviations of intonation in unison. (MU.A.2.4.1) 14. Use finger placement that allows for good intonation. (MU.A.2.4.1) 15. Identify and demonstrate correct fingerings for the instrument being studied. (MU.A.2.4.1) 16. Identify characteristics of individual tone quality and match tone quality with other performers in the group. (MU.A.2.4.3) 17. Listen to musical recordings to establish concept of characteristic tone. (MU.D.2.4.1) 18. Demonstrate first position on viola, violin, or cello and first and half positions on string bass. (MU.A.2.4.1) 	<ol style="list-style-type: none"> C. The student can perform five major scales ascending and descending using various bowing techniques. (MU.A.2.4.1) D. The student can play in tune and make tuning adjustment during solo or ensemble playing. (MU.A.2.4.1)(MU.A.2.4.2)(MU.A.2.4.3)

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IV Forms and Structure	<ol style="list-style-type: none"> 1. Explain the organization of an instrumental score. (MU.A.3.4.2) 2. Analyze and visually identify potential rhythmic and melodic problems. (MU.D.1.4.2) 3. Identify aurally and visually a melody, harmony, counter melody and principle themes. (MU.D.1.4.1) 4. Recognize aurally and visually a musical phrase. (MU.D.1.4.1) 5. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.4.2) 6. Recognize aurally and visually sections of a composition (e.g., introduction, trio, strain, coda). (MU.D.1.4.1) 	<ol style="list-style-type: none"> A. The student can analyze and describe the forms and structures of the work being rehearsed and performed. (MU.D.1.4.2) B. The student can verbally 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 various ABA forms of music. (MU.D.1.4.1)
V Personal/Social Music Development and Lifelong Learning	<ol style="list-style-type: none"> 1. Identify and discriminate the difference among a variety of musical styles and genre. (MU.C.1.4.1)(MU.C.1.4.2)(MU.C.1.4.3) 2. Develop criteria for evaluating a music performance. (MU.D.2.4.1) 3. Participate in and contribute to music activities. 4. Demonstrate proper concert, rehearsal and performance etiquette. 5. Analyze and describe the cultural context, of the literature performed. (MUC.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 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) 	<ol style="list-style-type: none"> A. The student can describe and justify 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. (MU.D.2.4.1)(MU.D.2.4.2) C. The student can participate in all music activities and contribute to the well being of the total group.

