



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Band (Grade 7)

Course Description:

The curriculum for this course is developed from the Wisconsin Standards for Music and the National Core Arts Standards. This class continues instruction of the musical frameworks introduced in sixth-grade band, focusing on the foundational skills necessary to be successful in instrumental music. The reason that students study music is to make music. Students rehearse in a large ensemble every day to develop individual and ensemble skills, as well as, prepare the music for concerts. Students typically perform in concerts in early December, mid-March, and mid to late May. Further, students are provided with the opportunity to participate in the Wisconsin School Music Association's solo/ensemble festival held annually in February or March. Additional, performance opportunities may be provided for students as circumstances dictate. Band encourages the development of creative expression, a distinction between quality and quantity, and an understanding of group dynamics, all while working to develop individual and ensemble goals.

Prerequisites:

Students must successfully complete sixth-grade band or have the instructor's consent.

Mastery Standards:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat. (MP2.P.17.m)

Perform using expressive qualities and techniques. (MP2.P.18.m)

Discuss your own ideas and feedback of others to develop strategies to address technical challenges. (MP2.P.19.m)

Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance. (MP2.P.21.m)

Perform collaboratively as a part of an ensemble, demonstrating well-developed ensemble skills. (MP2.P.22.m)

Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance. (MP2.P.23.m)

Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings. (MP2.P.24.m)

Define and demonstrate an understanding of foundational musical elements in discussion and written reflections. (MP3.R.9.m)

Express musical ideas through verbal, movement, written, artistic, or technological means. (MP3.R.10.m)

Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. (MP3.R.11.m)

Demonstrate proper concert/audience etiquette for a variety of musical settings. (MP3.R.12.m)

Reflect upon and critique performances using grade-appropriate music vocabulary. (MP3.R.13.m)

(NOTE: Foundational skills may be the same as the previous level, however, the rigor should increase as skills are applied to a leveled progression of repertoire.)

Concert Units

Student performance is a fundamental component of a performance-based music course. Students are assessed on the preparation of their concert music, their demonstration of rehearsal/performance etiquette, and their ability to reflect and improve upon previous performance experiences.

Solo Units

Student performance is a fundamental component of a performance-based music course. Students are assessed on the preparation of one of three solos.

Method Book

The method series, Tradition of Excellence, is a sequential curriculum to develop students instrumental music techniques. The curriculum is cyclic in nature, building upon previous experience. Students may not complete all of the units in one year. Units should be completed in the indicated sequence. Units 6 & 7 from book 1 are duplicated at the beginning of the second book.

Unit	Description of Unit and Learning Targets
<p>Unit Title: Concert 1</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● How does our individual preparation impact the progress of a musical group? ● How does concert etiquette affect a performance? ● How do discipline and behavior define a musician and his/her performance? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I am prepared to sing/play my part in every rehearsal. ● I annotate my music to assist me to prepare for our performance. ● I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone. ● I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique. ● I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation. ● I am ready to sing/play my part each time it enters. ● I am attentive to the director for cues and feedback. ● I can evaluate musical works and performances based on established criteria. ● I show appropriate etiquette as a performer and listener. ● I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.
<p>Unit Title: Concert 2</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does feedback and assessment help us grow as musicians? ● What are similarities and differences between playing music as an individual and as a group/ensemble? ● What are desirable attributes of a successful musician? ● On what basis can music and concerts be compared and contrasted? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I am prepared to sing/play my part in every rehearsal. ● I annotate my music to assist me to prepare for our performance. ● I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone. ● I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique. ● I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation. ● I am ready to sing/play my part each time it enters. ● I am attentive to the director for cues and feedback. ● I can evaluate musical works and performances based on established criteria. ● I show appropriate etiquette as a performer and listener. ● I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.
<p>Unit Title: Concert 3</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Why is it important to hear balance between the parts in an ensemble? ● How does the concept of quality relate to musical performance? ● How do musicians improve the quality of their performance? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I am prepared to sing/play my part in every rehearsal. ● I annotate my music to assist me to prepare for our performance. ● I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone. ● I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique.

<ul style="list-style-type: none"> • What are the advantages and disadvantages of live performance? 	<ul style="list-style-type: none"> • I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation. • I am ready to sing/play my part each time it enters. • I am attentive to the director for cues and feedback. • I can evaluate musical works and performances based on established criteria. • I show appropriate etiquette as a performer and listener. • I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.
<p>Unit Title: Solo</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Are conductors necessary for music ensembles? • How does the role of the musician change when performing as a soloist, in a chamber ensemble, or as a member of a full ensemble? • How do musicians use feedback from others to improve their performance? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • I can play a musical text with accurate pitch. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • I can play a musical text with accurate rhythm. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> • I can play a musical text using the printed structural notation. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • I can play a musical text with accurate articulations. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • I can play a musical text with accurate dynamics. <p><i>Tempo</i></p> <ul style="list-style-type: none"> • I can play a musical text with accurate tempos. <p><i>Expression</i></p> <ul style="list-style-type: none"> • I can play a musical text with accurate expression. • I can analyze and describe the structure of varied musical works. • I can evaluate musical works and performances based on established criteria.
<p>Unit Title: Unit 1, Page 2-5</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do musicians define a quality sound? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. • Perform the Concert Bb major scale. • All except <i>clarinet</i>, <i>bass clarinet</i>, and <i>Eb tuba</i>: Play Concert A and Bb with the correct fingering, posture, hand position, intonation, and characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Accurately perform articulations with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • Accurately perform dynamics with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.

	<p><i>Tempo</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Technique</i></p> <ul style="list-style-type: none"> • Mallets: Identify and perform multiple bounce stroke. • Oboe: Play right-hand F (+) • Percussion: Identify, define, and perform dampening. <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Recognize Concert Bb, C, D, Eb, and F for their individual instrument <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Identify and define <ul style="list-style-type: none"> ○ whole notes and rests ○ half notes and half rests ○ quarter notes and quarter rests ○ Apply knowledge of notes, rhythms, and breath marks while sight-reading. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> • Identify and define the musical symbols: 4/4, staff, bass or treble clef, measure, bar line, final double bar line, duet and harmony, solo, soli, tutti, phrase, common time, repeat sign, and round.
<p>Unit Title: Unit 2, Page 6-9</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does articulation impact the way that we hear music? • What advantages are there in learning to read and notate music? 	<p>Students will....</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. • Identify, define, and perform the key of Concert G minor. • All except bassoon and percussion: Identify, define, and perform courtesy accidental. • Clarinets: Play new notes Concert F, E (2 octaves), D, C, Bb, and A with the correct fingerings, embouchure, posture, hand position, intonation, and characteristic tone quality. • Clarinet and bass clarinet: Play Concert F# in two octaves with the correct fingering, embouchure, posture, hand position, intonation, and characteristic tone quality. • Alto saxophone, tenor saxophone, baritone saxophone, and electric bass: Play Concert F# with the correct fingering, embouchure, posture, hand position, intonation, and characteristic tone quality. • Oboe, tenor saxophone, bassoon, trumpet/cornet, trombone, baritone/euphonium, tuba, percussion, F Horns: Play Concert C with the correct fingering/slide position, embouchure, posture, hand position, intonation, and characteristic tone quality. • Flute: Play new note Concert C with correct fingering, embouchure, posture, hand position, intonation, and characteristic tone quality. • Mallets: Play Concert G with the correct hand position and characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation,

	<p>and characteristic tone quality.</p> <ul style="list-style-type: none"> ● Identify and perform syncopation. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> ● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. ● Identify and perform a <i>ritardando</i>. <p><i>Expression</i></p> <ul style="list-style-type: none"> ● Identify, define, and perform Maestoso. <p><i>Technique</i></p> <ul style="list-style-type: none"> ● Percussion: Accurately perform rudiments with correct posture, hand position, sticking, and characteristic tone quality. ● Percussion: Demonstrate proper crash cymbal technique. ● Clarinets: Identify, define, and perform crossing the break. <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. ● Identify, define, and perform the key of Concert G minor. ● All except bassoon and percussion: Identify, define, and perform courtesy accidental. ● Clarinets: Play new notes Concert F, E (2 octaves), D, C, Bb, and A with the correct fingerings, embouchure, posture, hand position, intonation, and characteristic tone quality. ● Clarinet and bass clarinet: Play Concert F# in two octaves with the correct fingering, embouchure, posture, hand position, intonation, and characteristic tone quality. ● Alto saxophone, tenor saxophone, baritone saxophone, and electric bass: Play Concert F# with the correct fingering, embouchure, posture, hand position, intonation, and characteristic tone quality. ● Oboe, tenor saxophone, bassoon, trumpet/cornet, trombone, baritone/euphonium, tuba, percussion, F Horns: Play Concert C with the correct fingering/slide position, embouchure, posture, hand position, intonation, and characteristic tone quality. ● Flute: Play new note Concert C with correct fingering, embouchure, posture, hand position, intonation, and characteristic tone quality. ● Mallets: Play Concert G with the correct hand position and characteristic tone quality.
<p>Unit Title: Unit 3, Page 12-13</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does rhythm impact the way that we feel music? ● What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.

	<ul style="list-style-type: none"> ● Percussion: Play Bb and F (on timpani) with correct posture, hand position, intonation, and characteristic tone quality. ● F Horns Only: Play G#. ● All except F horn: Play Concert D: <ul style="list-style-type: none"> ○ <i>Note: Flute, clarinet, alto clarinet, bass clarinet, and mallets learn this pitch in two octaves. Horns learned this pitch in the previous Private Lesson.</i> ● Identify and perform in the key signature of Concert Ab major. ● Oboe: Play Eb with the left-hand fingering. ● Clarinet and bass clarinet: Play Concert Ab. ● Percussion: Play Ab and Eb on timpani. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. ● All except percussion: Identify and perform eighth rest. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> ● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Expression</i></p> <ul style="list-style-type: none"> ● Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. ● All except percussion: Identify and perform tenuto. <p><i>Technique</i></p> <ul style="list-style-type: none"> ● Percussion: Demonstrate proper timpani technique. ● Percussion: Identify and perform with proper technique tambourine shake roll. <p><i>Musical Form</i></p> <ul style="list-style-type: none"> ● Perform a theme and variation composition. <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Percussion: Identify bass clef and the names of the lines and spaces in the bass clef staff. ● Identify and define in the key signature of Concert Ab major. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● All except percussion: Identify and define an eighth rest. <p><i>Expression</i></p> <ul style="list-style-type: none"> ● All except percussion: Identify and define tenuto. <p><i>Technique</i></p> <ul style="list-style-type: none"> ● Percussion: Identify and perform timpani roll.
<p>Unit Title: Unit 4, Page 14-17</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do dynamics impact the way that we feel about music? ● What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.

	<ul style="list-style-type: none"> ● Clarinet: Play C using the alternate left-hand fingering. ● F Horns Only: Identify and perform the Concert Ab major key signature. ● Percussion: Identify, define, and perform perfect fourth and perfect fifth. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. ● Identify and perform sixteenth notes. ● Identify, count, and perform an eighth/sixteenth note combinations. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> ● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. ● Identify and perform Allegretto. <p><i>Expression</i></p> <ul style="list-style-type: none"> ● Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Technique</i></p> <ul style="list-style-type: none"> ● Percussion: Identify and define timpani roll. ● Percussion: Identify and define Double Paradiddle. ● Percussion: Identify and perform a long roll. ● Percussion and electric bass: Identify and perform divisi and unisono. ● Percussion: Identify and perform timpani roll. <p><i>Musical Form</i></p> <ul style="list-style-type: none"> ● Identify and perform call and response. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● Identify and define sixteenth notes. <p><i>Tempo</i></p> <ul style="list-style-type: none"> ● Identify and define Allegretto. <p><i>Technique</i></p> <ul style="list-style-type: none"> ● Percussion and electric bass: Identify and define divisi and unisono. <p><i>Musical Form</i></p> <ul style="list-style-type: none"> ● Identify and define call and response.
<p>Unit Title: Unit 5, Page 18-21</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does improved technique increase performance options? ● What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation,

	<p>and characteristic tone quality.</p> <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Expression</i></p> <ul style="list-style-type: none"> • Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
<p>Unit Title: Unit 6, Page 22-25</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does tempo affect a piece of music? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Expression</i></p> <ul style="list-style-type: none"> • Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
<p>Unit Title: Unit 7, Page 26-29</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • In what ways do musicians utilize strategies to develop their technical proficiency? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Accurately perform articulations with correct posture,

	<p>embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</p> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Expression</i></p> <ul style="list-style-type: none"> • Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
<p>Unit Title: Unit 8, Page 30-33</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • In what ways did I change as a musician through the study of this method book? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality. <p><i>Expression</i></p> <ul style="list-style-type: none"> • Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.