

Stockton Unified School District  
Curriculum Map

**Music**

**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 5	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>First Six Weeks</b></div> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Detache</li> <li>2. Legato</li> <li>3. Spiccato</li> <li>4. Slurred staccato</li> <li>5. Pianissimo</li> <li>6. Fortissimo</li> <li>7. Sforzando</li> <li>8. Subito</li> <li>9. Octave</li> <li>10. Enharmonic</li> <li>11. Fugue</li> <li>12. Leading tone</li> <li>13. Tempo primo</li> <li>14. Tacet</li> <li>15. Form</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Off beats</li> <li>2. Rhythmic variations (note patterns)</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Tuning</li> <li>2. Style characteristics</li> <li>3. Performance evaluation (critique)</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. Major scales</li> <li>2. Pitch adjustments</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	<p>ET pp. 2-7, 18-21, 32-33, 38, 41, 44</p>	<p><u>Math</u> of rhythm</p> <p><u>Language Arts</u>: Vocabulary, printed instructions, literary content of selected music</p> <p><u>Social Studies</u>: Historic context</p> <p><u>Science</u>: Physics</p>

<p><b>RESOURCE KEY</b></p> <p>ET = Essential Technique      AT = Advance Technique</p>
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1, 2, 3, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Second Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Vibrato</li> <li>2. Trills</li> <li>3. Double stops</li> <li>4. Double flats</li> <li>5. Double sharps</li> <li>6. Sostenuato</li> <li>7. Tenuto</li> <li>8. Minuet and Trio form</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Shorthand notation</li> <li>2. 12/8 meter</li> <li>3. Sextuplets</li> <li>4. Triplets</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Tuning ( Open strings of instrument in or out of tune )</li> <li>2. Intervals</li> <li>3. Style characteristics</li> <li>4. Performance evaluation (critique)</li> </ol>	<p>Written evaluations'</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	ET pp. 8-12,22-25, 34-35, 39, 41, 44	<p><u>Math</u>: Subdivisions</p> <p><u>Language Arts</u>: Vocabulary, printed instructions, literary content of selected music</p> <p><u>Social Studies</u>: Historical context</p> <p><u>Science</u>: Sound</p>

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3	<p><b>Second Six Weeks</b></p> <ul style="list-style-type: none"> <li>H. Ensemble               <ul style="list-style-type: none"> <li>1. Following leader</li> </ul> </li> <li>I. Harmony               <ul style="list-style-type: none"> <li>1. Pitch adjustment</li> <li>2. Harmonic intonation adjustment</li> </ul> </li> <li>J. Music Reading               <ul style="list-style-type: none"> <li>1. Musical terms</li> <li>2. Shorthand rhythmic notation</li> <li>3. Rhythmic variations</li> <li>4. Different meters</li> </ul> </li> <li>K. Vocalization               <ul style="list-style-type: none"> <li>1. Major and minor scales</li> <li>2. Musical devices</li> </ul> </li> <li>L. Improvisation/Composition               <ul style="list-style-type: none"> <li>1. Musical devices</li> <li>2. Different rhythmic variations</li> </ul> </li> </ul> <p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Class Participation Responsibilities               <ul style="list-style-type: none"> <li>1. Materials and equipment</li> </ul> </li> <li>B. Attendance               <ul style="list-style-type: none"> <li>1. Regular, productive</li> </ul> </li> <li>C. Practice Responsibilities               <ul style="list-style-type: none"> <li>1. Practice habits</li> </ul> </li> <li>D. Performances               <ul style="list-style-type: none"> <li>1. Performance habits</li> </ul> </li> <li>E. Self-Evaluation               <ul style="list-style-type: none"> <li>1. Skill maintenance</li> </ul> </li> <li>F. Music Preparations               <ul style="list-style-type: none"> <li>1. Practice/rehearsal habits</li> </ul> </li> </ul>	<p>Practice card Performance All-City Preparations All-West Preparations</p>		

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4	<p style="text-align: center;"><b>Second Six Weeks</b></p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Style Characteristics</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol> <p>B. Parallel 4ths and 5ths</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol>	Written report or project-based evaluation		
1, 2, 3, 5	<p style="text-align: center;"><b>Third Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Martelè</li> <li>2. Marcato</li> <li>3. Triad</li> <li>4. Attacca</li> <li>5. Simile</li> <li>6. Grave</li> <li>7. Concerto</li> <li>8. Concertato</li> <li>9. Ripieno</li> <li>10. Concerto grosso</li> <li>11. Agitato</li> <li>12. Turns</li> <li>13. Rondo</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Different meters (5/4, 3/2, and 4/2 meters)</li> <li>2. Different rhythmic variations (sixteenth note sextuplets)</li> </ol>	Written evaluation Aural evaluation Performance: testing, sectional individual (periodic check)	ET pp. 13-17, 26-31, 36, 40, 42, 44	<p><u>Math</u>: Fractions</p> <p><u>Language Arts</u>: Vocabulary, printed instructions, literary content of selected music</p> <p><u>Social Studies</u>: Historical context</p> <p><u>Science</u>: Vibration</p>

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	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"><b>Third Six Weeks</b></div> <ul style="list-style-type: none"> <li>C. Ear Training               <ul style="list-style-type: none"> <li>1. Tuning</li> <li>2. Style characteristics</li> <li>3. Performance evaluation (critique)</li> </ul> </li> <li>D. Pitch               <ul style="list-style-type: none"> <li>1. Major scales</li> <li>2. Pitch adjustments</li> <li>3. Major and minor arpeggios</li> <li>4. Clef recognition and reading/playing ability in different clefs - viola (treble); cello and bass (tenor) (3<sup>rd</sup> year+)</li> </ul> </li> <li>E. Tone               <ul style="list-style-type: none"> <li>1. Pure, clean tone</li> <li>2. Alternate fingering (open string replacements)</li> <li>3. Dynamics</li> <li>4. Tone colors (3<sup>rd</sup> year +)</li> <li>5. Vibrato</li> <li>6. Varied vibrato (3<sup>rd</sup> year +)</li> </ul> </li> <li>F. Technique               <ul style="list-style-type: none"> <li>1. Martelè</li> <li>2. Marcato</li> <li>3. Attacca</li> <li>4. Shifting</li> <li>5. Positions</li> <li>6. Vibrato (2<sup>nd</sup> year +)</li> <li>7. Varied Vibrato (3<sup>rd</sup> year +)</li> <li>8. Phrasing</li> </ul> </li> <li>G. Instrument Maintenance               <ul style="list-style-type: none"> <li>1. Proper cleaning</li> <li>2. Proper care</li> </ul> </li> </ul>			

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	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Third Six Weeks</div> <ul style="list-style-type: none"> <li>H. Ensembles               <ul style="list-style-type: none"> <li>1. Precision and uniformity of rhythm</li> <li>2. Following conductor</li> <li>3. Different entrances</li> <li>4. Dynamics/ balance</li> <li>5. Stylistic playing</li> <li>6. Cue</li> <li>7. Lead</li> <li>8. Interpretation</li> </ul> </li> <li>I. Harmony               <ul style="list-style-type: none"> <li>1. Balance</li> <li>2. Harmonic intonation adjustment</li> </ul> </li> <li>J. Music Reading               <ul style="list-style-type: none"> <li>1. Musical terms</li> <li>2. Different meters</li> <li>3. Rhythmic variations</li> </ul> </li> <li>K. Vocalization               <ul style="list-style-type: none"> <li>1. Major scales</li> <li>2. Major and minor arpeggios</li> <li>3. Musical devices</li> </ul> </li> <li>L. Improvisation/Compositions               <ul style="list-style-type: none"> <li>1. Musical devices</li> <li>2. Different rhythmic variations</li> </ul> </li> </ul>			

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4	<p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Forms               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> <li>B. Style Characteristics               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> </ul>	<p>Written report or project-based evaluation</p>		

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1, 2, 3, 5	<p align="center"><b>Fourth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Tremolo (measured and unmeasured)</li> <li>2. Balance</li> <li>3. Tutti</li> <li>4. Soli</li> <li>5. Solo</li> <li>6. Dolce</li> <li>7. Rubato</li> <li>8. Cantabile</li> <li>9. Sul ponticello</li> <li>10. Glissando</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Dotted rhythms</li> <li>2. Tremolo (measured and unmeasured)</li> <li>3. Different meters (5/4, 9/8, 3/8)</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Tuning</li> <li>2. Style characteristics - improvisation (3<sup>rd</sup> year +)</li> <li>3. Performance evaluation (critique)</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. Major and minor scales</li> <li>2. Pitch adjustments</li> <li>3. Major and minor arpeggios</li> <li>4. Clef recognition and reading/playing ability in different clefs - viola (treble); cello and bass (tenor) (3<sup>rd</sup> year +)</li> <li>5. Double stops (6<sup>th</sup>s) (3<sup>rd</sup> year +)</li> </ol>	<p>Written evaluation Aural evaluation Performance: testing, sectional, individual (periodic check)</p>	<p>ET p. 43 AT pp. 2-6, 14-21, 36, 40-42</p>	<p><u>Language Arts</u>: Word derivation</p> <p><u>Math</u>: Number systems, patterns, fractions</p>

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	<p><b>Fourth Six Weeks</b></p> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Pure, clean tone</li> <li>2. Dynamics</li> <li>3. Tone colors (3<sup>rd</sup> year +)</li> <li>4. Varied vibrato (3<sup>rd</sup> year +)</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Tremolo</li> <li>2. Sul ponticello (4<sup>th</sup> year +)</li> <li>3. Positions</li> <li>4. Vibrato (2<sup>nd</sup> year +)</li> <li>5. Shifting</li> <li>6. Glissando (4<sup>th</sup> year +)</li> <li>7. Phrasing</li> <li>8. Baroque improvisation (3<sup>rd</sup> year +)</li> <li>9. Subito dynamics</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Proper cleaning</li> <li>2. Proper care</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Precision and uniformity of rhythm</li> <li>2. Follow conductor</li> <li>3. Different entrances</li> <li>4. Dynamics/contrasts</li> <li>5. Stylistic playing               <ol style="list-style-type: none"> <li>a. large ensemble</li> <li>b. small ensemble</li> <li>c. solo</li> </ol> </li> <li>6. Dynamics/balance</li> </ol>			

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4	<p style="text-align: center;"><b>Fourth Six Weeks</b></p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Baroque Improvisation</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol> <p>B. Classical Style Characteristics: Minuet or Scherzo</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol>			
1, 2, 3, 5	<p style="text-align: center;"><b>Fifth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Grace notes</li> <li>2. Syncopation</li> <li>3. Mosso</li> <li>4. Meno</li> <li>5. Piu</li> <li>6. Molto</li> <li>7. Con sordino</li> <li>8. Senza sordino</li> <li>9. Ricochet</li> <li>10. Flautando (over the fingerboard)</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Grace notes</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Tuning</li> <li>2. Romantic style characteristics (3<sup>rd</sup> year +)</li> <li>3. Different style characteristics</li> <li>4. Performance evaluation (critique)</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	<p>ET p. 37</p> <p>AT pp. 7-10, 22-28, 37, 43-45</p>	<p><u>Math</u>: Subdivisions, patterns</p> <p><u>Language Arts</u>: Vocabulary, printed instructions, literary content of selected music</p> <p><u>Social Studies</u>: Historical context</p> <p><u>Science</u>: Physics, sound</p>

**RESOURCE KEY**  
 ET = Essential Technique      AT = Advance Technique

**Stockton Unified School District  
Curriculum Map**

**Music**

**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>Fifth Six Weeks</b></p> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. Minor scales</li> <li>2. Pitch adjustments</li> <li>3. Major and minor arpeggios</li> <li>4. Chromatic scales (1 octave) (4<sup>th</sup> year)</li> <li>5. Double stops (3<sup>rd</sup>s, 4<sup>th</sup>s, 6<sup>th</sup>s) (3<sup>rd</sup> year +)</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Pure, clean tone</li> <li>2. Dynamics</li> <li>3. Tone colors (3<sup>rd</sup> year +)</li> <li>4. Varied vibrato (3<sup>rd</sup> year +)</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Ricochet</li> <li>2. Flautando</li> <li>3. Grace notes</li> <li>4. Shifting</li> <li>5. Positions</li> <li>6. Vibrato (2<sup>nd</sup> year +)</li> <li>7. Phrasing</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Proper cleaning</li> <li>2. Proper care</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Precision and uniformity of rhythm</li> <li>2. Follow conductor</li> <li>3. Different entrances</li> <li>4. Stylistic playing</li> <li>5. Dynamics</li> <li>6. Dynamics/balance</li> </ol>			

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**Music**

**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"><b>Fifth Six Weeks</b></div> <ul style="list-style-type: none"> <li>I. Harmony               <ul style="list-style-type: none"> <li>1. Balance</li> <li>2. Harmonic intonation adjustment</li> <li>3. More remote keys</li> </ul> </li> <li>J. Music Reading               <ul style="list-style-type: none"> <li>1. Musical terms</li> <li>2. Rhythmic variations</li> </ul> </li> <li>K. Vocalization               <ul style="list-style-type: none"> <li>1. Minor scales</li> <li>2. Major and minor arpeggios</li> <li>3. Musical devices</li> </ul> </li> <li>L. Improvisation/Composition               <ul style="list-style-type: none"> <li>1. Musical devices</li> <li>2. Different rhythmic variations</li> </ul> </li> </ul>			
4	<p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Class Participation Responsibilities               <ul style="list-style-type: none"> <li>1. Materials and equipment</li> </ul> </li> <li>B. Attendance               <ul style="list-style-type: none"> <li>1. Regular, productive</li> </ul> </li> <li>C. Practice Responsibilities               <ul style="list-style-type: none"> <li>1. Practice habits</li> </ul> </li> <li>D. Self-Evaluation               <ul style="list-style-type: none"> <li>1. Skill maintenance</li> </ul> </li> <li>E. Music Preparation               <ul style="list-style-type: none"> <li>1. Proper practice/rehearsal habits</li> </ul> </li> </ul> <p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Romantic Style Characteristics               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> <li>B. 20<sup>th</sup> Century Style Characteristics and Devices               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> </ul>	<p>Practice card</p> <p>Performance: Solo/ensemble contest music</p> <p>Concert Festival music</p> <p>Written report or project-based evaluation</p>		

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Stockton Unified School District  
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**Music**

**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 5	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>Sixth Six Weeks</b></div> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Col legno</li> <li>2. Harmonic</li> <li>3. Accelerando</li> <li>4. Maestoso</li> <li>5. Poco a poco</li> <li>6. Louré</li> <li>7. Sul tasto</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Repeated measure</li> <li>2. Multiple repeated measures</li> <li>3. Swing</li> <li>4. 5/8 meter</li> <li>5. 7/8 meter</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Tuning</li> <li>2. Different style characteristics</li> <li>3. Performance evaluation (critique)</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. Minor scales</li> <li>2. Pitch adjustment</li> <li>3. Major and minor arpeggios</li> <li>4. Double stops (3<sup>rd</sup>s, 4<sup>th</sup>s, 6<sup>th</sup>s)</li> <li>5. Chromatic scales</li> <li>6. 1<sup>st</sup> harmonic, 2<sup>nd</sup> harmonic (octave + 5<sup>th</sup>), 3<sup>rd</sup> harmonic (double octave)</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	<p>ET pp. 37, 43</p> <p>AT pp. 11-13, 29-35, 38-39, 46-48</p>	<p><u>Math</u>: Patterns</p> <p><u>Language Arts</u>: Vocabulary, printed instructions, literary content of selected music</p> <p><u>Social Studies</u>: Historical context, cultural context</p> <p><u>Science</u>: Time, sound</p>

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**Music**

**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Sixth Six Weeks</div> <ul style="list-style-type: none"> <li>E. Tone               <ul style="list-style-type: none"> <li>1. Pure, clean tone</li> <li>2. Dynamics</li> <li>3. Tone colors (3<sup>rd</sup> year +)</li> <li>4. Varied vibrato (3<sup>rd</sup> year +)</li> </ul> </li> <li>F. Technique               <ul style="list-style-type: none"> <li>1. Col legno</li> <li>2. Louré</li> <li>3. Sul tasto</li> <li>4. Harmonics</li> <li>5. Shifting</li> <li>6. Positions</li> <li>7. Vibrato (2<sup>nd</sup> year +)</li> <li>8. Phrasing</li> </ul> </li> <li>G. Instrument maintenance               <ul style="list-style-type: none"> <li>1. Proper cleaning</li> <li>2. Proper care</li> <li>3. Instrument quality and value</li> <li>4. Instrument repair (Emergency and Routine)</li> <li>5. Luthiers</li> </ul> </li> <li>H. Ensemble               <ul style="list-style-type: none"> <li>1. Precision and uniformity of rhythm</li> <li>2. Follow conductor</li> <li>3. Different entrances</li> <li>4. Stylistic playing (large ensemble, small ensemble, solo)</li> <li>5. Dynamics</li> <li>6. Dynamics/balance</li> </ul> </li> </ul>			

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**Music**

**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3	<p><b>Sixth Six Weeks</b></p> <ul style="list-style-type: none"> <li>I. Harmony               <ul style="list-style-type: none"> <li>1. Balance</li> <li>2. Harmonic intonation adjustment</li> <li>3. More remote keys</li> </ul> </li> <li>J. Music Reading               <ul style="list-style-type: none"> <li>1. Musical terms</li> <li>2. Different rhythmic variations</li> </ul> </li> <li>K. Vocalization               <ul style="list-style-type: none"> <li>1. Minor scales</li> <li>2. Major and minor arpeggios</li> <li>3. Musical devices</li> </ul> </li> <li>L. Improvisation/Composition               <ul style="list-style-type: none"> <li>1. Musical devices</li> <li>2. Different rhythmic variations</li> </ul> </li> </ul> <p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Class Participation Responsibilities               <ul style="list-style-type: none"> <li>1. Materials and equipment</li> </ul> </li> <li>B. Attendance               <ul style="list-style-type: none"> <li>1. Regular, productive</li> </ul> </li> <li>C. Practice Responsibilities               <ul style="list-style-type: none"> <li>1. Practice habits</li> </ul> </li> <li>D. Self-Evaluation               <ul style="list-style-type: none"> <li>1. Skill maintenance</li> </ul> </li> <li>E. Music Preparation               <ul style="list-style-type: none"> <li>1. Proper practice/rehearsal habits</li> </ul> </li> </ul>	<p>Practice card Performance: solo/ensemble, concert festival End-of-year concerts Final exam: written performances Written report or project- based evaluation</p>		

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**Orchestra I-IV**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
4	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>Sixth Six Weeks</b></div> <p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Jazz Characteristics               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> <li>B. Jazz Improvisation               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> <li>C. Swing Characteristics               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> <li>D. 20<sup>th</sup> Century Characteristics               <ul style="list-style-type: none"> <li>1. Identification and recognition</li> </ul> </li> <li>E. Luthiers               <ul style="list-style-type: none"> <li>1. Identification</li> </ul> </li> </ul>			

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