

5th Grade BAND

Band is offered to all 5th grade students. Instruments offered are: Flute, Oboe, Bb Clarinet, Eb Alto Saxophone, French Horn in F, Bb Trumpet, Trombone, Baritone Horn, and Percussion. In order for students to have a complete and authentic band experience, it is necessary that the instrumentation be balanced according to the ensemble's enrollment. Instrument selection is a teacher guided process that balances the interest of the students with the needs of the ensemble in order to create a successful and authentic band experience for all participants.

Instruction will focus on: instrumental techniques, ensemble rehearsal skills, performance techniques, and music reading. Students will meet twice per week with the band instructor; once during the school day for a 30 minute homogeneous small group lesson and once before school for a 45 minute full ensemble rehearsal. Recommended lesson size is no more than six students. Participation in all scheduled lessons, before school rehearsals and evening performances is expected.

Course Overview

All students in the Fairfield Band Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

Fairfield's Band Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
5th Grade Band	I	Novice
6 th Grade Band	II	Novice
7 th Grade Band	III	Intermediate
8 th Grade Band	IV	Intermediate
Concert Band	V	Proficient
Symphonic Band	VI	Accomplished
Wind Ensemble	VII	Advanced
Jazz Ensemble	*Extension Course	Advanced

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

Artistic Processes

- Perform
- Respond

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

	<p>Ensemble Goals:</p> <ul style="list-style-type: none"> I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette. II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting. III. Successfully participate in authentic concert experiences through public performance in the most professional setting available. IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance. <p>Small Group Lesson Goals:</p> <ul style="list-style-type: none"> I. Progress through Skill Level I in the Fairfield Public School band program. Students will complete Skill Level I by the end of their 5th grade year. II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances. 	
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	<p>III. Learn proper care and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p>	
<p><u>Summary Ensemble Skill Objectives</u></p> <p>All Students regardless of instrument will:</p> <ol style="list-style-type: none"> 1. Enumerate and perform whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes. 2. Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature. 3. Perform dynamic levels of p, mp, mf, f 4. Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline. 5. Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, p, mp, mf, f, crescendo, decrescendo, time signature, key signature. 	<p><u>Summary Small Group Lesson Skill Objectives</u></p> <p>Fairfield Skill Levels By Instrument</p> <p><u>See Level I</u></p>	<p><u>Assessments</u></p> <p>Ensemble Assessments</p> <ul style="list-style-type: none"> • Department Progress Report • Written Assessment • Spring concert and checklist <p>Small Group Lesson Assessments</p> <ul style="list-style-type: none"> • District-wide playing assessments in December and June.

PERFORMING

Realizing artistic ideas and work through interpretation and presentation.

Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Repertoire

Ensemble

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level I objectives.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level I objectives.

Tasks

Ensemble

Students will:

- Perform a concert Bb Major Scale as a group
- Rehearse as a full ensemble and perform band literature demonstrating appropriate dynamics, balance and blend while interpreting the conductor's non-verbal directions.
 - Analyze & Interpret pitches, rhythms, note values, dynamics, and articulations
 - Evaluate & Refine ensemble balance, blend, intonation and articulation.
- Apply the principles of teamwork and cooperation to present band literature at grade level concerts.
- Apply skills and techniques learned in small group lessons to large ensemble rehearsals and performances.

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, concert Bb major scale and following the conductor's gestures.
- Summative spring concert performance and checklist.

Small Group Lesson

- Formative and summative District-wide playing assessments in December and June.

	Small Group Lesson Students will: <ul style="list-style-type: none"> • Perform designated lesson material in accordance with Fairfield Skill Level I individually and in small groups. • Learn and demonstrate proper care and maintenance of their instrument. 	
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RESPONDING

Understanding and evaluating how the arts convey meaning

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, Evaluate

Repertoire

Ensemble

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level I objectives.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level I objectives.

Tasks

Ensemble

Students will analyze and evaluate the quality of their own performances by describing the uses of elements of music and expressive devices in Skill Level I using music vocabulary as appropriate.

Small Group Lesson

Students will:

- Demonstrate knowledge of music vocabulary.
- Make informed, critical evaluations of the quality and effectiveness of their performances.
- Through analysis and evaluation, apply problem solving strategies during at home practice.

Assessment

Ensemble

- Formative post-concert analysis of ensemble's use of correct rhythms, note accuracy, balance and blend, and response to conductor's non-verbal cues.
- Summative Written Assessment

Small Group Lesson

- Formative self-assessment of performances during lessons including steady beat, note and rhythmic accuracy.
 - Individual improvement on targeted instrumental techniques.
 - Formative assessment through class discussion; identifying and describing similarities and differences between method book etudes including but not limited to notes and rhythms, dynamics and tempo.


		<ul style="list-style-type: none">• Group discussion of problem solving strategies during at home practice
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Name (First and Last) _____

School _____


Fairfield Public Schools
5th Grade Band – Written Assessment

What instrument do you play? _____

Circle the clef you play in: 

Is that the Bass Clef or the Treble Clef? _____

Write the correct term on the line next to the musical symbol:

_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

Word Bank

Eighth Notes

Quarter Note

Half Note

Whole Note

Quarter Rest

Half Rest

Whole Rest

Breath Mark

Measure

Time Signature

Place the letter of the answer that best describes the term or symbol below.

___ Decrescendo

___ Unison

___ Crescendo

___ Divisi

___ #

___ Solo

___ Soli

___ b

___ Tutti

___ :||

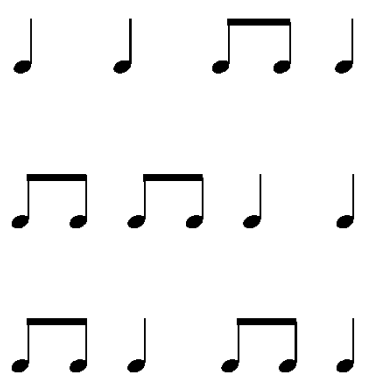
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- A. Part of the section plays the top notes while part of the section plays the bottom notes
- B. Gradually softer
- C. All together, everyone
- D. One person plays
- E. The whole section plays
- F. Everyone plays the same notes
- G. Repeat sign – go back and play the section again
- H. Natural – a note without a sharp or flat
- I. Flat – lower the note
- J. Sharp – raise the note

Circle the rhythm played by your teacher.

Then enumerate (1+ 2+ 3+ 4+) the rhythm underneath your chosen answer. BE NEAT!

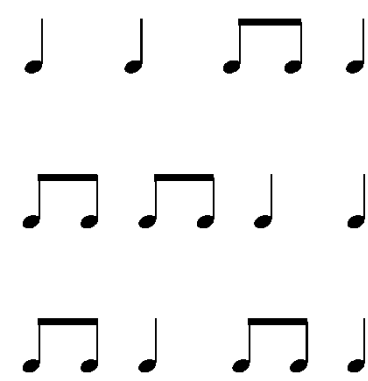
1.



2.



3.



Answer (T) for True or (F) for False on the line after each statement:

- A slur is when two different notes are connected together without tonguing.
- When musicians talk about volume (playing loudly or softly), they use the word dynamics.
- It's ok to breath after every note when you are playing.
- The time signature tells us how many beats are in each measure.
- The key signature shows what notes are sharp or flat throughout a piece of music.
- An accidental is any note *not* represented in the key signature.
- The band is a team, and every member is important.
- *p* is the dynamic marking that tells you to play powerfully.
- Good posture isn't important in playing a musical instrument.
- 'Count it, Finger it, Play it' is a good formula for learning new music.
- It is ok to puff your cheeks when playing a wind instrument.
- Percussionists do not have to read music.
- It does not matter if you tongue or slur the notes on a wind instrument.
- *f* is the dynamic marking that tells you to play loudly.


Dynamics

Circle the correct order for the dynamics from quietest to loudest.

1. mf, p, mp, f 2. f, mf, p, mp 3. p, mp, mf, f 4. p, f, mf, mp

Enumerate the following line of music and then identify the arrows.

Enumerate the following line of music and then identify the arrows.



1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____

Word Bank

Time signature	Key Signature	Clef	Double Bar Line
Breath Mark	Bar Line	Measure	

Note Identification

Only fill out the answers for your instrument

The image displays a musical score for a 5th Grade Band, consisting of ten staves. Each staff is labeled with an instrument name on the left and contains musical notation for a 16-measure piece in 4/4 time. The notation includes various note values (quarter, eighth, and sixteenth notes) and rests. The instruments and their corresponding staves are:

- Flute (Staff 1)
- Oboe (Staff 2)
- Clarinet in B \flat (Staff 3)
- Alto Saxophone (Staff 4)
- Horn in F (Staff 5)
- Trumpet in B \flat (Staff 6)
- Trombone (Staff 7)
- Baritone (Staff 8)
- Mallets (Staff 9)

The notation for each instrument is as follows:

- Flute:** Measures 1-4: quarter notes G4, A4, B4, C5; Measures 5-8: quarter notes D5, E5, F5, G5; Measures 9-12: quarter notes A5, B5, C6, D6; Measures 13-16: quarter notes E6, F6, G6, A6.
- Oboe:** Measures 1-4: quarter notes G4, A4, B4, C5; Measures 5-8: quarter notes D5, E5, F5, G5; Measures 9-12: quarter notes A5, B5, C6, D6; Measures 13-16: quarter notes E6, F6, G6, A6.
- Clarinet in B \flat :** Measures 1-4: quarter notes F3, G3, A3, B3; Measures 5-8: quarter notes C4, D4, E4, F4; Measures 9-12: quarter notes G4, A4, B4, C5; Measures 13-16: quarter notes D5, E5, F5, G5.
- Alto Saxophone:** Measures 1-4: quarter notes G3, A3, B3, C4; Measures 5-8: quarter notes D4, E4, F4, G4; Measures 9-12: quarter notes A4, B4, C5, D5; Measures 13-16: quarter notes E5, F5, G5, A5.
- Horn in F:** Measures 1-4: quarter notes F3, G3, A3, B3; Measures 5-8: quarter notes C4, D4, E4, F4; Measures 9-12: quarter notes G4, A4, B4, C5; Measures 13-16: quarter notes D5, E5, F5, G5.
- Trumpet in B \flat :** Measures 1-4: quarter notes F3, G3, A3, B3; Measures 5-8: quarter notes C4, D4, E4, F4; Measures 9-12: quarter notes G4, A4, B4, C5; Measures 13-16: quarter notes D5, E5, F5, G5.
- Trombone:** Measures 1-4: quarter notes F2, G2, A2, B2; Measures 5-8: quarter notes C3, D3, E3, F3; Measures 9-12: quarter notes G2, A2, B2, C3; Measures 13-16: quarter notes D3, E3, F3, G3.
- Baritone:** Measures 1-4: quarter notes F2, G2, A2, B2; Measures 5-8: quarter notes C3, D3, E3, F3; Measures 9-12: quarter notes G2, A2, B2, C3; Measures 13-16: quarter notes D3, E3, F3, G3.
- Mallets:** Measures 1-4: quarter notes G3, A3, B3, C4; Measures 5-8: quarter notes D4, E4, F4, G4; Measures 9-12: quarter notes A4, B4, C5, D5; Measures 13-16: quarter notes E5, F5, G5, A5.

Elementary Band Instrument Skill Level 1

Objectives to Be Met By All Band Students

A student has completed a given level when he/she has successfully achieved the following:

Level 1

Students will

- Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
 - Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
 - Perform dynamic levels of p, mp, mf, f
 - Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
 - Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.
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Level 1 by Instrument

Flute:

Range: low G to Bb above the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play four (4) beat phrases in one breath (quarter note =60)
5. Play and read one octave major scale: concert B^b

Oboe:

Range: low G to Bb above the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b

Clarinet:

Range: low G to Bb on the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b (clarinet C split octave)

Alto Saxophone/Bari Saxophone:

Range: low F to G above the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.

3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b (alto saxophone G major scale)

Tenor Saxophone:

Range: low F to C above the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b (tenor C)

Trumpet:

Range: low B^b to C on the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b (trumpet C)

French Horn:

Range: low C to D on the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b (horn F split octave)

Trombone:

Range: low A^b to B^b above the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone and embouchure throughout the range.
3. Articulate cleanly; single tongue simple rhythmic and melodic patterns.
4. Play eight (8) beat phrases in one breath (quarter note =80)
5. Play and read one octave major scale: concert B^b

Mallet Percussion:

Range: low B^b to B^b above the staff

1. Identify written note names and demonstrate fingerings throughout the range.
2. Produce a characteristic tone with correct hand position and correct stroke.
3. Play simple rhythmic and melodic patterns using proper stroke technique.
4. Play and read one octave major scale: concert B^b

Battery Percussion:

1. Identify and demonstrate proper sticking: single stroke, multiple bounce stroke, paradiddle, flam, and flam tap.
2. Produce a characteristic tone on snare drum (with matched grip), bass drum, and auxiliary percussion.
3. Articulate simple rhythmic patterns cleanly, using single strokes.

Alto/Bari Saxophone

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low F to G above the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b (alto saxophone G major scale)

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

BARITONE/EUPHONIUM/TUBA

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low A^b to B^b on the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

CLARINET

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low G to Bb on the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b (clarinet C split octave)

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

FLUTE

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low G to Bb above the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play four (4) beat phrases in one breath (quarter note =60)
- ☐ 5. Play and read one octave major scale: concert B^b

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

FRENCH HORN

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low C to D on the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b (horn F split octave)

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

OBOE

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low G to Bb above the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b

COMMENTS:

Student Name:_____ **has passed Level I:** **Yes** **No**

Teacher Signature:_____ **Date:**_____

PERCUSSION

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
 - ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
 - ☐ Perform dynamic levels of p, mp, mf, f
 - ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
 - ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.
-

Snare

- ☐ Identify and demonstrate proper sticking: single stroke, multiple bounce stroke, paradiddle, flam, and flam tap.
- ☐ Produce a characteristic tone on snare drum (with matched grip), bass drum, and auxiliary percussion.
- ☐ Articulate simple rhythmic patterns cleanly, using single strokes..

Mallets

Range: low B^b to B^b above the staff

- ☐ Identify written note names and demonstrate fingerings throughout the range.
- ☐ Produce a characteristic tone with correct hand position and correct stroke.
- ☐ Play simple rhythmic and melodic patterns using proper stroke technique.
- ☐ Play and read one octave major scale: concert B^b

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

TENOR SAXOPHONE

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low F to C above the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b (tenor C)

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

TROMBONE

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low A^b to B^b above the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

TRUMPET

“LEVEL I” ASSESSMENT FORM

A student has completed a given level when he/she has successfully achieved the following:

Level I

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.
- ☐ Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature
- ☐ Perform dynamic levels of p, mp, mf, f
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.
- ☐ Identify and define the following terms: repeat sign, slur, unison, divisi, solo, soli, tutti, sharp, flat, natural, pp, p, mp, mf, f, ff, crescendo, decrescendo, time signature (beats per measure), key signature.

Range: low B^b to C on the staff

- ☐ 1. Identify written note names and demonstrate fingerings throughout the range.
- ☐ 2. Produce a characteristic tone and embouchure throughout the range.
- ☐ 3. Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- ☐ 4. Play eight (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scale: concert B^b (trumpet C)

COMMENTS:

Student Name: _____ has passed Level I: Yes No

Teacher Signature: _____ Date: _____

FAIRFIELD PUBLIC SCHOOLS

Music Department

ELEMENTARY BAND STUDENT PROGRESS REPORT

Student's Name: _____ Band Teacher: _____

School: _____ School Year: _____ Grade/Teacher: _____

INSTRUMENT: Oboe Flute Clarinet Saxophone Trumpet Fr. Horn Trombone Baritone Horn Percussion

JANUARY

JUNE

Meets

Needs

Meets

Needs

Expectations: improvement:

Expectations: Improvement:

PREPARATION & CLASS PARTICIPATION:				
		Attendance in lessons		
		Attendance in Band		
		Brings instrument/ book/music to class		
		Behavior		
		Effort		
MUSIC READING:				
		Note names		
		Counting rhythms		
		Playing rhythms		
POSTURE:				
		Feet flat		
		Back straight		
TECHNIQUE:				
		Fingerings:		
		Knows fingerings by letter name		
		Knows fingerings by sight		
		Articulation:		
		Tonguing		
		Slurring		
TONE (quality of sound):				
		Breathe support		
		Breathe in through mouth (not nose)		
EMBOUCHURE (mouth position):				
		Keep corners firm (don't puff cheeks)		
		Mouthpiece placement		
		Lip opening - too big/too small		
		Tuck bottom lip (clt, sax)		
		Keep top teeth down (clt, sax)		
HAND POSITION:				
		Keep fingers curved over keys		
		Check RH/LH thumb		



(See additional comments on back)

JANUARY

Meets

Needs

Expectations: Improvement:

JUNE

Meets

Needs

Expectations: Improvement:

PERCUSSION:				
		GRIP:		
		Too tight/ Too loose		
		Too high/ Too low		
		Keep palms down		
		Rebound (Too high/Too low)		
		Alternate sticking		
		RUDIMENTS (sticking patterns):		
		Flams		
		Paradiddles		
		Buzz stroke		
		MALLET TECHNIQUE:		
		Reading <i>while</i> playing		

JANUARY

Additional comments:

☐ Missed required rehearsal time before school
☐ Needs to have Practice Chart signed
☐ Needs to bring a pencil
☐ Needs to have instrument repaired
☐ Needs reeds/valve oil/slide grease
☐ Did not attend concert/special performances

☐ Increased practice time would be beneficial
☐ Not working up to potential
☐ Needs to improve attention in class
☐ Work inconsistent

☐ Demonstrates consistent high quality work
☐ Excellent class participation
☐ Pleasure to have in class
☐ Is a leader within his/her section
☐ Is courteous and respectful to others
☐ Always strives to do his/her best

JUNE

Additional comments:

☐ Missed required rehearsal time before school
☐ Needs to have Practice Chart signed
☐ Needs to bring a pencil
☐ Needs to have instrument repaired
☐ Needs reeds/valve oil/slide grease

☐ Increased practice time would be beneficial
☐ Not working up to potential
☐ Needs to improve attention in class
☐ Work inconsistent

☐ Demonstrates consistent high quality work
☐ Excellent class participation
☐ Pleasure to have in class
☐ Is a leader within his/her section
☐ Is courteous and respectful to others
☐ Always strives to do his/her best

Parents are requested to sign and return to the band teacher as soon as possible.

☐ **I have read the Progress Report**

**PARENT/GUARDIAN
SIGNATURE** _____

DATE _____

Name:_____ School_____

Date:_____

CONCERT PERFORMANCE CHECKLIST

Demonstrated individual instrumental skill in public ensemble performance Y N

Demonstrated proper performance etiquette

Concert dress Y N

Expected behavior Y N

Expected response to audience applause Y N

Applied the principles of teamwork and cooperation to achieve a

common goal in the ensemble setting Y N

Demonstrated ensemble skills

Responsive to conductor's nonverbal cues Y N

Balance and blend within the ensemble Y N

Scoring:	Outstanding 90-100	Very Good 80-89	Satisfactory 70-79	Needs Improvement below 70
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PERCUSSION-bells only
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
BEGINNING BAND FIRST ASSESSMENT - DECEMBER

STUDENT: NAME _____
SCHOOL _____ **Date** _____

	#7 (whole notes/rests)	#17 (quarter notes/ skip)	#20(concert Eb)	#29 (cumulative skills)
PLAYING RHYTHM				
ALTERNATE STICKING				
REBOUND				
CORRECT PITCHES				
POSTURE				
GRIP (Hand Position)				

Playing rhythm

- 5-Student consistently plays correct rhythm throughout the passage.
- 4-Student usually plays correct rhythm throughout the passage.
- 3-Student sometimes plays correct rhythm throughout the passage.
- 2-Student does not play correct rhythm throughout the passage.

Correct Pitches

- 5-Student consistently plays correct pitches throughout the passage.
- 4-Student usually plays correct pitches throughout the passage.
- 3-Student sometimes plays correct pitches throughout the passage.
- 2-Student does not play correct pitches throughout the passage.

Alternate Sticking

- 4-Student consistently alternates sticks throughout the passage.
- 3-Student usually alternates sticks throughout the passage.
- 2-Student sometimes alternates sticks throughout the passage.
- 1-Student does not alternate sticks throughout the passage.

Rebound

- 4-Student consistently rebounds to the appropriate height.
- 3-Student usually demonstrates knowledge of note names.
- 2-Student sometimes demonstrates knowledge of note names.
- 1-Student does not demonstrate knowledge of note names.

(Grip)Hand Position

- 4-Student consistently demonstrates proper grip and hand position for his/her instrument
- 3-Student usually demonstrates proper grip and hand position for his/her instrument with reminders.
- 2-Student understands proper grip and hand position for his/her instrument, but does not demonstrate.
- 1-Student does not demonstrate proper grip and hand position for his/her instrument.

Posture

- 3-Student consistently demonstrates proper posture (arms away from body, feet flat, and straight back).
- 2-Student usually demonstrates proper posture with reminders.
- 1-Student understands proper posture but does not demonstrate.
- 0-Student does not demonstrate proper posture.

Scoring: Outstanding 90-100 Very Good 80-89 Satisfactory 70-79 Needs Improvement below 70

PERCUSSION
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
BEGINNING BAND ASSESSMENT - JUNE

STUDENT NAME _____
SCHOOL _____ Date _____

	#56 (buzz, paradiddle, flam) snare only	#63 (concert Ab, pickup note) bells only	#78 (concert Ab) bells & snare	#88 (concert Bb scale) bells only	Advanced Skills: Bells: #58, 73 Snare: #84
PLAYING RHYTHM					
ALTERNATE STICKING					
REBOUND					
CORRECT PITCHES					
DYNAMICS					
GRIP(Hand Position)					

Playing rhythm

- 5-Student consistently plays correct rhythm throughout the passage.
- 4-Student usually plays correct rhythm throughout the passage.
- 3-Student sometimes plays correct rhythm throughout the passage.
- 2-Student does not play correct rhythm throughout the passage.

Correct Pitches

- 5-Student consistently plays correct pitches throughout the passage.
- 4-Student usually plays correct pitches throughout the passage.
- 3-Student sometimes plays correct pitches throughout the passage.
- 2-Student does not play correct pitches throughout the passage.

Alternate Sticking

- 4-Student consistently alternates sticks throughout the passage.
- 3-Student usually alternates sticks throughout the passage.
- 2-Student sometimes alternates sticks throughout the passage.
- 1-Student does not alternate sticks throughout the passage.

Rebound

- 4-Student consistently rebounds to the appropriate height.
- 3-Student usually demonstrates knowledge of note names.
- 2-Student sometimes demonstrates knowledge of note names.
- 1-Student does not demonstrate knowledge of note names.

Grip (Hand Position)

- 4-Student consistently demonstrates proper grip and hand position for his/her instrument
- 3-Student usually demonstrates proper grip and hand position for his/her instrument with reminders.
- 2-Student understands proper grip and hand position for his/her instrument, but does not demonstrate.
- 1-Student does not demonstrate proper grip and hand position for his/her instrument.

Dynamics

- 3-Student consistently demonstrates proper appropriate dynamics
- 2-Student usually demonstrates appropriate dynamics with reminders.
- 1-Student understands appropriate dynamics but does not demonstrate.
- 0-Student does not demonstrate appropriate dynamics.

Scoring:	Outstanding 90-100	Very Good 80-89	Satisfactory 70-79	Needs Improvement below 70
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WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
BEGINNING BAND ASSESSMENT -DECEMBER

STUDENT: NAME _____ **SCHOOL** _____ **DATE** _____

	#7 (whole notes/rests)	#17 (quarter notes/skip)	#20(concert Eb)	#29(cumulative skills)
PLAYING RHYTHM				
FINGERINGS/PITCHES				
TONE/BREATH SUPPORT				
EMBOUCHURE				
ARTICULATION				
POSTURE				
HAND POSITION				

Playing rhythm

- 5-Student consistently plays correct rhythm throughout the passage.
- 4-Student usually plays correct rhythm throughout the passage.
- 3-Student sometimes plays correct rhythm throughout the passage.
- 2-Student does not play correct rhythm throughout the passage.

Correct fingerings/Pitches

- 5-Student consistently plays correct fingerings throughout the passage.
- 4-Student usually plays correct fingerings throughout the passage.
- 3-Student sometimes plays correct fingerings throughout the passage.
- 2-Student does not play correct fingerings throughout the passage.

Tone

- 3-Tone is consistently a full rich sound characteristic of the instrument throughout the passage.
- 2-Tone is usually characteristic of the instrument throughout the passage.
- 1- Tone is flawed, but student completes the passage.
- 0- Tone is flawed and student cannot complete the passage.

Embouchure (mouth position)

- 3-Student consistently demonstrates correct embouchure characteristic of instrument.
- 2-Student usually demonstrates correct embouchure characteristic of instrument.
- 1-Student understands correct embouchure characteristic of instrument, but does not demonstrate.
- 0-Student does not demonstrate correct embouchure characteristic of instrument.

Articulation (tonguing & slurring)

3-Student consistently plays all articulations throughout the passage.

2-Student usually plays all articulations throughout the passage.

- 1-Student understands articulations, but does not demonstrate throughout the passage.
- 0-Student does not demonstrate correct articulation throughout the passage.

Posture

- 3-Student consistently demonstrates proper posture (arms away from body, feet flat, and straight back).
- 2-Student usually demonstrates proper posture with reminders.
- 1-Student understands proper posture but does not demonstrate.
- 0-Student does not demonstrate proper posture.

Hand Position

- 3-Student consistently demonstrates proper hand position for his/her instrument.
- 2-Student usually demonstrates proper hand position for his/her instrument with reminders.
- 1-Student understands proper hand position for his/her instrument, but does not demonstrate.
- 0-Student does not demonstrate proper hand position for his/her instrument.

Scoring: Outstanding 90-100 Very Good 80-89 Satisfactory 70-79 Needs Improvement below 70

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
BEGINNING BAND ASSESSMENT - JUNE

STUDENT: NAME _____ **SCHOOL** _____ **DATE** _____

	#63 (slurring, pickup note)	#78 (concert Ab, accidentals, dynamics)	#81(one measure repeat, eighth notes)	#88 (concert Bb scale)	Advanced Skills: #84
PLAYING RHYTHM					
FINGERINGS/PITCHES					
TONE/BREATH SUPPORT					
EMBOUCHURE					
ARTICULATION					
POSTURE					
HAND POSITION					

Playing rhythm

- 5-Student consistently plays correct rhythm throughout the passage.
- 4-Student usually plays correct rhythm throughout the passage.
- 3-Student sometimes plays correct rhythm throughout the passage.
- 2-Student does not play correct rhythm throughout the passage.

Correct fingerings/Pitches

- 5-Student consistently plays correct fingerings throughout the passage.
- 4-Student usually plays correct fingerings throughout the passage.
- 3-Student sometimes plays correct fingerings throughout the passage.
- 2-Student does not play correct fingerings throughout the passage.

Tone

- 3-Tone is consistently a full rich sound characteristic of the instrument throughout the passage.
- 2-Tone is usually characteristic of the instrument throughout the passage.
- 1- Tone is flawed, but student completes the passage.
- 0- Tone is flawed and student cannot complete the passage.

Embouchure (mouth position)

- 3-Student consistently demonstrates correct embouchure characteristic of instrument.
- 2-Student usually demonstrates correct embouchure characteristic of instrument.
- 1-Student understands correct embouchure characteristic of instrument, but does not demonstrate.
- 0-Student does not demonstrate correct embouchure characteristic of instrument.

Articulation (tonguing & slurring)

3-Student consistently plays all articulations throughout the passage.

2-Student usually plays all articulations throughout the passage.

- 1-Student understands articulations, but does not demonstrate throughout the passage.
- 0-Student does not demonstrate correct articulation throughout the passage.

Posture

- 3-Student consistently demonstrates proper posture (arms away from body, feet flat, and straight back).
- 2-Student usually demonstrates proper posture with reminders.
- 1-Student understands proper posture but does not demonstrate.
- 0-Student does not demonstrate proper posture.

Hand Position

- 3-Student consistently demonstrates proper hand position for his/her instrument.
- 2-Student usually demonstrates proper hand position for his/her instrument with reminders.
- 1-Student understands proper hand position for his/her instrument, but does not demonstrate.
- 0-Student does not demonstrate proper hand position for his/her instrument