

## 5<sup>th</sup> Grade BAND

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

## 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.

	<p><b>Small Group Lesson</b> Students will:</p> <ul style="list-style-type: none"><li>• Perform designated lesson material in accordance with Fairfield Skill Level I individually and in small groups.</li><li>• Learn and demonstrate proper care and maintenance of their instrument.</li></ul>	
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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"><li>• Group discussion of problem solving strategies during at home practice</li></ul>
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Name (First and Last) \_\_\_\_\_

School \_\_\_\_\_

**Fairfield Public Schools**  
**5<sup>th</sup> 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:**

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 

<b>Word Bank</b>
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

\_\_\_ :|

\_\_\_ 

- 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

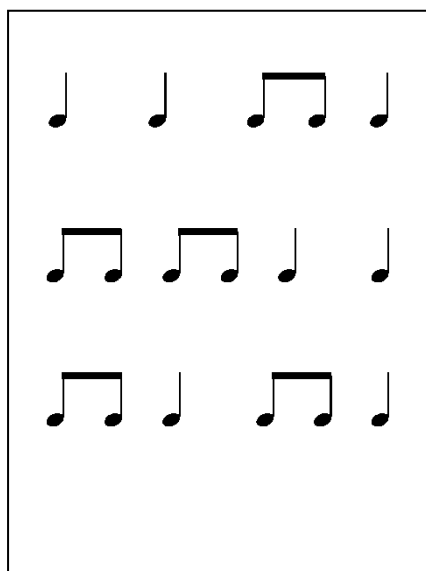
**Circle the rhythm played by your teacher.**

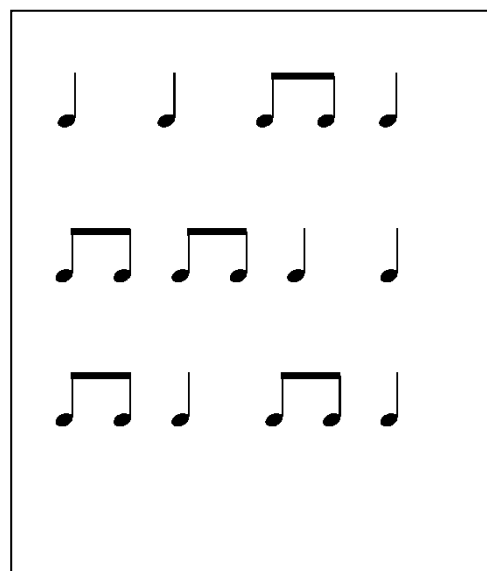
**Then enumerate (1+ 2+ 3+ 4+) the rhythm underneath your chosen answer. BE NEAT!**

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.**

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 shows a musical score for a 5th Grade Band. The score is written in 4/4 time and consists of ten staves, each representing a different instrument. The instruments and their staves are: Flute (top staff), Oboe, Clarinet in B $\flat$ , Alto Saxophone, Horn in F, Trumpet in B $\flat$ , Trombone, Baritone, and Mallets (bottom staff). Each staff contains a sequence of notes, primarily quarter notes, with some eighth notes. The notes are distributed across the staves, and the overall melody is consistent across all instruments. The key signature is one flat (B $\flat$ ), and the time signature is 4/4.

## 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<sup>b</sup>

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<sup>b</sup>

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<sup>b</sup> (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<sup>b</sup> (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<sup>b</sup> (tenor C)

#### Trumpet:

Range: low B<sup>b</sup> 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<sup>b</sup> (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<sup>b</sup> (horn F split octave)

#### Trombone:

Range: low A<sup>b</sup> to B<sup>b</sup> 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<sup>b</sup>

#### Mallet Percussion:

Range: low B<sup>b</sup> to B<sup>b</sup> 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<sup>b</sup>

#### 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<sup>b</sup> (alto saxophone G major scale)

COMMENTS:

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**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<sup>b</sup> to B<sup>b</sup> 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<sup>b</sup>

COMMENTS:

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**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<sup>b</sup> (clarinet C split octave)

COMMENTS:

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**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<sup>b</sup>

COMMENTS:

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**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<sup>b</sup> (horn F split octave)

COMMENTS:

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**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<sup>b</sup>

COMMENTS:

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**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.
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### 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<sup>b</sup> to B<sup>b</sup> 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<sup>b</sup>

COMMENTS:

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**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<sup>b</sup> (tenor C)

COMMENTS:

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**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<sup>b</sup> to B<sup>b</sup> 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<sup>b</sup>

COMMENTS:

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**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<sup>b</sup> 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<sup>b</sup> (trumpet C)

COMMENTS:

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**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:*

<b>PREPARATION &amp; CLASS PARTICIPATION:</b>				
		Attendance in lessons		
		Attendance in Band		
		Brings instrument/ book/music to class		
		Behavior		
		Effort		
<b>MUSIC READING:</b>				
		Note names		
		Counting rhythms		
		Playing rhythms		
<b>POSTURE:</b>				
		Feet flat		
		Back straight		
<b>TECHNIQUE:</b>				
		Fingerings:		
		Knows fingerings by letter name		
		Knows fingerings by sight		
		Articulation:		
		Tonguing		
		Slurring		
<b>TONE (quality of sound):</b>				
		Breathe support		
		Breathe in through mouth (not nose)		
<b>EMBOUCHURE (mouth position):</b>				
		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)		
<b>HAND POSITION:</b>				
		Keep fingers curved over keys		
		Check RH/LH thumb		



*(See additional comments on back)*



**JANUARY**

**JUNE**

Meets Needs

Meets Needs

Expectations: Improvement:

Expectations: Improvement:

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

**JANUARY**

**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
- 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

**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

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)
<b>PLAYING RHYTHM</b>				
<b>ALTERNATE STICKING</b>				
<b>REBOUND</b>				
<b>CORRECT PITCHES</b>				
<b>POSTURE</b>				
<b>GRIP (Hand Position)</b>				

**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
<b>PLAYING RHYTHM</b>					
<b>ALTERNATE STICKING</b>					
<b>REBOUND</b>					
<b>CORRECT PITCHES</b>					
<b>DYNAMICS</b>					
<b>GRIP (Hand Position)</b>					

**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

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)
<b>PLAYING RHYTHM</b>				
<b>FINGERINGS/PITCHES</b>				
<b>TONE/BREATH SUPPORT</b>				
<b>EMBOUCHURE</b>				
<b>ARTICULATION</b>				
<b>POSTURE</b>				
<b>HAND POSITION</b>				

**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
<b>PLAYING RHYTHM</b>					
<b>FINGERINGS/PITCHES</b>					
<b>TONE/BREATH SUPPORT</b>					
<b>EMBOUCHURE</b>					
<b>ARTICULATION</b>					
<b>POSTURE</b>					
<b>HAND POSITION</b>					

**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