

7th GRADE BAND

7th Grade Band is offered to all students who have completed Fairfield Band Skill Level II and desire training in instrumental, ensemble, and performance techniques, as well as music reading. All band students will receive a small group homogeneous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the band director or FPS music teacher specializing in band. Recommended lesson size is no more than six students. Homework for this class includes regular, consistent practice on assigned lesson and ensemble music. Participation in the winter and spring evening curricular concerts is expected and integral for successful completion of this class. 7th Grade Band is a full year class. Students electing Band/Chorus will rehearse for two band ensemble rehearsals per week while students electing Band Only will rehearse for a total of three rehearsals per week.

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>
5 th Grade Band	I	Novice
6 th Grade Band	II	Novice
7th 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.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble

Artistic Processes

- Create
- Perform
- Respond
- Connect

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.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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.

Small Group Lesson Goals

- I. Progress through Skill Level III in the Fairfield Public School band program. Students will complete Skill Level III by the end of their 7th grade year.
- II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.
- III. Demonstrate proper care and maintenance of their instrument.
- IV. Develop independent problem solving strategies through appropriate practice techniques.

<p><u>Summary Ensemble Skill Objectives</u> Used in all Summary Objectives for all students regardless of instrument</p> <p>Level III</p> <ul style="list-style-type: none"> • Student can enumerate and perform whole note, half note, quarter note, eighth note, and sixteenth note patterns in simple meter, including corresponding rests. Student can enumerate and perform dotted half note and rest and dotted quarter note and rest. • Play and read 4/4, 2/4, 3/4, 2/2 time signatures. • Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat. • Students can identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup. 	<p><u>Summary Small Group Lesson Skill Objectives</u></p> <p>Fairfield Skill Level III Students will:</p> <ul style="list-style-type: none"> • Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level III. • Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson. 	<p><u>Assessments</u></p> <p>Ensemble Assessments</p> <ul style="list-style-type: none"> • Ensemble Performances (Winter and Spring Concerts) • Written Concert Evaluation (Winter and Spring) • Written End of the Year assessment <p>Small Group Lesson Assessments</p> <ul style="list-style-type: none"> • End of Year playing assessments • Skill Level III individual checklist
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CREATING

Conceiving and developing new artistic ideas and work.

Enduring Understanding

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Process Components: Plan and Make, Evaluate and Refine

Repertoire

Student composed melodic phrases.

Tasks

Small Group Lesson

- Given a four measure melody in concert Bb major, students will compose (plan and make) four additional measures using a variety of note values to create an eight measure composition that ends on Bb.
- Students will evaluate and refine their compositions.

Assessment

Small Group Lesson

- Self Assessment Composition Checklist
- Composition Rubric
- Peer Assessment

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 III objectives. Latin and Ballad music are focus genres in 7th grade, and cut time is the focus meter. At least one piece in each of the focus areas will be performed during the year.

Small Group Lesson

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

Tasks

Ensemble

Students will:

- Perform Concert Bb, Eb, F, Ab and C Major Scales as a group
- Perform a one octave B flat chromatic scale
- 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.
- Present band literature in grade level concerts that includes but is not limited to Ballad, Latin music, and a piece in cut time with

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, articulations, major scales, and following the conductor's gestures.
- Summative Winter and Spring concert performances.

Small Group Lesson

Formative and summative district-wide playing assessments.

- Skill level III checklists

	<p>characteristic tone on their instrument and attention to intonation.</p> <ul style="list-style-type: none">• <p>Small Group Lesson Students will individually perform designated lesson material in accordance with Fairfield Skill Level III with characteristic tone on their instrument and attention to intonation.</p>	
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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 III objectives. Latin and Ballad music are focus genres in 7th grade, and cut time is the focus meter.

Small Group Lesson

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

Tasks

Ensemble

Students will:

- Analyze and discuss targeted instrumental techniques, ensemble skills and elements of music during rehearsals.
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary.
- Demonstrate knowledge of all components of a time signature, understanding bottom number and its impact on note values and enumeration.
- Demonstrates understanding of the dot as it relates to note values and enumeration.
- Make informed, critical evaluations of the quality and effectiveness of ensemble performances

Assessment

Ensemble

- Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals.
- Written evaluation of performances.
- Written End of Year Assessment.

Small Group Lesson

- Individual improvement on targeted instrumental techniques.
- Group discussion of problem solving strategies during at home practice.

	<ul style="list-style-type: none"> • Apply evaluation criteria to individual performance in rehearsals and curricular concerts. <p>Small Group Lesson Students will:</p> <ul style="list-style-type: none"> • Make informed, critical evaluations of the quality and effectiveness of their performances. • Through analysis and evaluation, apply problem solving strategies during home practice. 	
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CONNECTING

Relating artistic ideas and work with personal meaning and external context

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: compare and contrast, analyze, interpret, evaluate

Repertoire

Using concert band literature aligned with Fairfield Skill Level III, students will study and perform various styles of repertoire with in- depth study on focus genres: Ballads and Latin music

Tasks

Students will:

- Examine key characteristics of focus genres
- Compare and contrast characteristics of the focus genres with other styles of music performed in current concert band repertoire.

Assessment

- Worksheet answering focus questions for each repertoire genre

Ballad.

- Focus Question 1: What compositional techniques are used in a Ballad to convey the emotional characteristic of the piece? (slow tempo throughout, smooth, connected phrases, dynamic shaping)
- Focus Question 2: The Ballad is an old musical form. What was its original purpose: (Originally, a narrative folk song, it told a story that could be dramatic, funny or romantic.)

Latin

- Focus Question 1: What rhythms and percussion instruments often characterize Latin music? (maracas, claves, guiro, bongos, congas,

		<p>cabasa, timbales, agogo bells, 2-3 and 3-2 clave rhythm, dotted quarter and eighth note ostinato, straight eighth style, and syncopation)</p> <ul style="list-style-type: none">• Focus Question 2: Latin music includes music from which countries and/or areas of the world? (South America, Central America, the Caribbean, Mexico. Spain and Portugal also have strong ties to Latin music)
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Fairfield Public Schools
Assessment Pack
Grade 7 Band

Name: _____ Date: _____ Class: _____

Melodic Composition in Concert B-flat

- 1) Play the first four measures that have been given to you.
- 2) Think of a four-measure phrase to follow the first four measures.
- 3) When you have created a four-measure phrase that you like, notate it.

Requirements

- 1) Use most of the pitches of the Concert B-flat scale.
- 2) Use four beats in each measure.
- 3) Use a variety of rhythms.
- 4) End on Concert B-flat.

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.

**Composition Checklist**

- _____ Composed four measures.
- _____ Used a variety of pitches (not just 1 or 2)
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on Concert B-flat.

Possible Pitches

Bb C D Eb F G A Bb

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

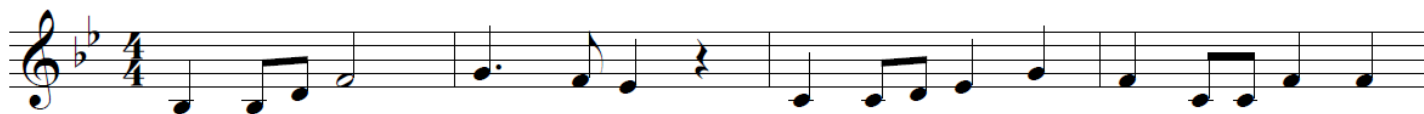
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Possible Pitches

Bb C D Eb F G A Bb

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

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- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on Concert B-flat.

Possible Pitches

C D E F G A B C

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

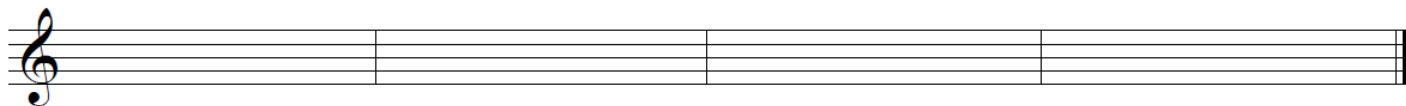
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- _____ Ended on Concert B-flat.

Possible Pitches

C D E F G A B C

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

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- 2) Use four beats in each measure.
- 3) Use a variety of rhythms.
- 4) End on Concert B-flat.

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.

**Composition Checklist**

- _____ Composed four measures.
- _____ Used a variety of pitches (not just 1 or 2)
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on Concert B-flat.

Possible Pitches

G A B C D E F# G

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

Melodic Composition in Concert B-flat

- 1) Play the first four measures that have been given to you.
- 2) Think of a four-measure phrase to follow the first four measures.
- 3) When you have created a four-measure phrase that you like, notate it.

Requirements

- 1) Use most of the pitches of the Concert B-flat scale.
- 2) Use four beats in each measure.
- 3) Use a variety of rhythms.
- 4) End on Concert B-flat.

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.

**Composition Checklist**

- _____ Composed four measures.
- _____ Used a variety of pitches (not just 1 or 2)
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on Concert B-flat.

Possible Pitches

F G A Bb C D E F

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

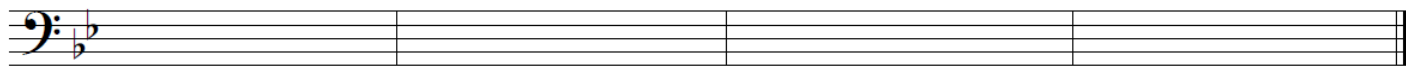
Melodic Composition in Concert B-flat

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- 3) Use a variety of rhythms.
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You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.

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- _____ Used a variety of pitches (not just 1 or 2)
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on Concert B-flat.

Possible Pitches

Bb C D Eb F G A Bb

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

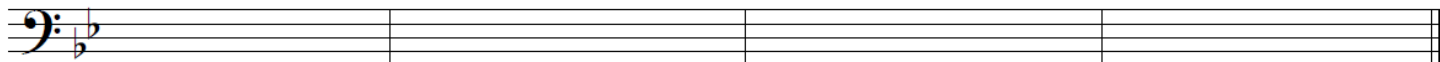
Melodic Composition in Concert B-flat

- 1) Play the first four measures that have been given to you.
- 2) Think of a four-measure phrase to follow the first four measures.
- 3) When you have created a four-measure phrase that you like, notate it.

Requirements

- 1) Use most of the pitches of the Concert B-flat scale.
- 2) Use four beats in each measure.
- 3) Use a variety of rhythms.
- 4) End on Concert B-flat.

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.

**Composition Checklist**

- _____ Composed four measures.
- _____ Used a most of the pitches in the concert Bb scale
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on Concert B-flat.

Possible Pitches

Bb C D Eb F G A Bb

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Melodic Composition Rubric

Grade 7

Name: _____

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 4 measures.	5		
The composition contains 4 beats per measure.	5		
The composition uses a variety of pitches (more than 1 or 2).	20		
The composition uses a variety of rhythms.	20		
The composition ends on a concert Bb.	5		

Peer Evaluation
Melodic Composition Rubric
Grade 7

Requirement	Yes/No	Comments
The composition contains 4 measures.		
The composition contains 4 beats per measure.		
The composition uses most of the pitches in a concert Bb scale.		
The composition uses a variety of rhythms.		
The composition ends on a concert Bb.		

Concert Evaluation Band

Name _____

1. What did you think of the band's OVERALL performance in the concert? Did everything we worked on come through? Use THREE specific examples to support your answer. "We were good" is NOT a specific example. "I could hear the staccato notes in the trombones at measure 27 well" IS a specific example.
 - a.
 - b.
 - c.
2. What is ONE thing that YOU need to improve upon as an individual member of the band? What is one thing your section can improve upon?
 - a. (Your improvements)
 - b. (Your section's improvements)
3. What was your favorite piece of our program? Why?
4. What is concert etiquette? What did you think about the concert etiquette at this event? What is a good and a bad example of possible concert etiquette?
 - a. Define Concert Etiquette
 - b. (Our Etiquette)
 - c. (Good Etiquette)
 - d. (Bad Etiquette)

5. List three things about band class or your lessons that would have made band better for you this season.

a.

b.

c.

7th Grade
Genre Focus Questions: Ballad

Name: _____

This concert series, we have rehearsed and performed music from many different genres. One of the genres that we have focused on has been the Ballad. Please answer the focus questions below based on what you have learned and understand about Ballads.

1. What compositional techniques are used in a Ballad to convey the emotional characteristic of the piece?
2. The Ballad is an old musical form. What was its original purpose

7th Grade

Genre Focus Questions: Latin Music

Name: _____

This concert series, we have rehearsed and performed music from many different genres. One of the genres that we have focused on has been Latin music. Please answer the focus questions below based on what you have learned and understand about Latin music for band.

1. What rhythms and percussion instruments often characterize Latin music?

2. Latin music includes music from which countries and/or areas of the world?

Fairfield Public Schools
Individual Band Instrument Skill III Level Documents

**Band
Skill Level III
(Grade 7)**

Objectives to be Met by All Band Students

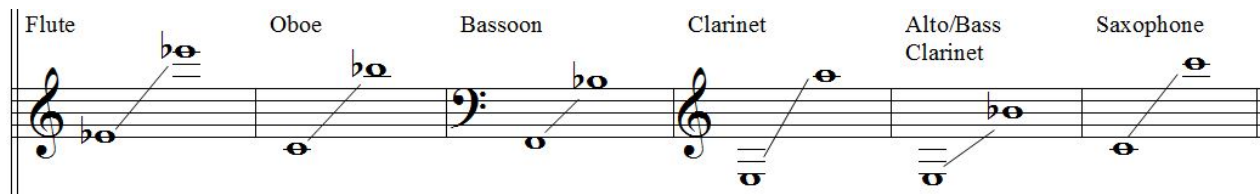
A student has completed a given level when he/she has successfully achieved the following:

Level III

Students will

- Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, and sixteenth note patterns in simple meter, including corresponding rests.
 - Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
 - Perform dynamic levels of pp, p, mp, mf, f, ff.
 - Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark, pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
 - Students can identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
-

Level III by Instrument



Flute

Range: Eb4 to Eb6

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Oboe

Range: C4 to Bb5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Clarinet

Range: E3 to A5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Bass Clarinet

Range: E3 to A5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Bassoon

Range: F3 to Bb5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Alto Saxophone/Bari Saxophone

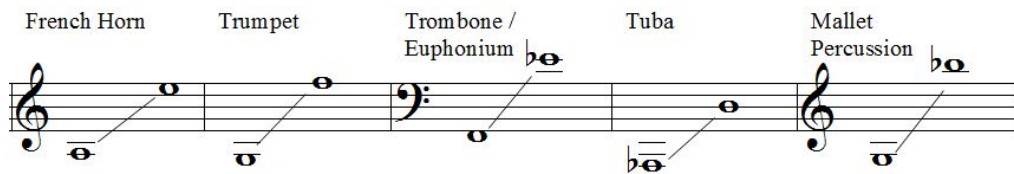
Range: C4 to C6

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Tenor Saxophone

Range: C4 to C6

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.



Trumpet

Range: G3 to F5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

French Horn

Range: A3 to E5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Trombone/Euphonium

Range: F2 to Eb4

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Tuba

Range: Ab1 to D3

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Mallet Percussion

Range: G3 to Bb5

- 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 =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab and C.
- 6) Play and read one octave chromatic scale.

Battery Percussion

- 1) Identify and demonstrate proper sticking; single stroke, double stroke, multiple bounce stroke, paradiddle, flam, flam tap, flam accent, drag, single stroke 4, single stroke 7, and double paradiddle. Students will accurately perform measured rolls: 5, 9, 13, 17
- 2) Produce a characteristic tone on snare drum (with matched grip), bass drum and auxiliary percussion: triangle, tambourine, crash cymbal, and latin percussion as required for repertoire.
- 3) Articulate simple rhythmic patterns cleanly, using single, double, and multiple bounce strokes.

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

PERCUSSION
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT

7th Grade Novice ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ Date _____

	E.E. pg 7 #27 (Key of F)	E.E. pg 5-A #17 (8 th Note paradiddles, flams)	Performing Perc. pg. 25 #1 (Measured rolls: 5)
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

PERCUSSION
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT

7th Grade Proficient ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ Date _____

	E.E. pg 7 #28 (Key of E-flat & F)	E.E. pg 6-B #25 (Flam taps, paradiddle)	Performing Perc. pg. 26 Nifty Nines (Measured rolls: 9)
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

PERCUSSION
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT

7th Grade Advanced ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ Date _____

	E.E. pg 9 #43 (Key of E-flat)	E.E. pg 6-B #25 (Flam taps, paradiddle)	Performing Perc. pg 35 #1 (measured rolls 5 and 9)
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

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
7th BAND Novice ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ DATE _____

	Scale #167 F Scale	Song #55 (Concert B-flat, 16 th notes, Syncopation)	Song #86 (Cut-Time, Staccato/Tenuto, Concert F)
PLAYING RHYTHM	/10		
FINGERINGS/PITCHES	/10		
TONE/BREATH SUPPORT			
EMBOUCHURE			
ARTICULATION			
POSTURE			
HAND POSITION			

Playing rhythm

- 10-Student consistently plays correct rhythm throughout the passage.
- 8-Student usually plays correct rhythm throughout the passage.
- 6-Student sometimes plays correct rhythm throughout the passage.
- 4-Student does not play correct rhythm throughout the passage.

Correct fingerings/Pitches

- 10-Student consistently plays correct fingerings throughout the passage.
- 8-Student usually plays correct fingerings throughout the passage.
- 6-Student sometimes plays correct fingerings throughout the passage.
- 4-Student does not play correct fingerings throughout the passage.

Tone

- 5-Tone is consistently a full rich sound characteristic of the instrument throughout the passage.
- 4-Tone is usually characteristic of the instrument throughout the passage.
- 3- Tone is flawed on some notes and/or in some registers.
- 2- Tone is flawed throughout.

Embouchure (mouth position)

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

Articulation (tonguing & slurring)

- 6-Student consistently plays all articulations throughout the passage.
- 5-Student usually plays all articulations throughout the passage.
- 4-Student understands articulations, but does not demonstrate throughout the passage.
- 3-Student does not demonstrate correct articulation throughout the passage.

Posture

- 2-Student consistently demonstrates proper posture (arms away from body, feet flat, and straight back).
- 0-Student does not demonstrate proper posture.

Hand Position

- 2-Student consistently demonstrates proper hand position for his/her instrument.
- 0-Student does not demonstrate proper hand position for his/her instrument.

Teacher comment on Intonation

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

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
7th BAND Proficient ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ DATE _____

	Scale #185 B-flat Chromatic Scale	Song 78 (E-flat. 16 th notes)	Song #127 (Cut-Time, Ties, 1 st & 2 nd endings)
PLAYING RHYTHM	/10		
FINGERINGS/PITCHES	/10		
TONE/BREATH SUPPORT			
EMBOUCHURE			
ARTICULATION			
POSTURE			
HAND POSITION			

Playing rhythm

- 10-Student consistently plays correct rhythm throughout the passage.
- 8-Student usually plays correct rhythm throughout the passage.
- 6-Student sometimes plays correct rhythm throughout the passage.
- 4-Student does not play correct rhythm throughout the passage.

Correct fingerings/Pitches

- 10-Student consistently plays correct fingerings throughout the passage.
- 8-Student usually plays correct fingerings throughout the passage.
- 6-Student sometimes plays correct fingerings throughout the passage.
- 4-Student does not play correct fingerings throughout the passage.

Tone

- 5-Tone is consistently a full rich sound characteristic of the instrument throughout the passage.
- 4-Tone is usually characteristic of the instrument throughout the passage.
- 3- Tone is flawed on some notes and/or in some registers.
- 2- Tone is flawed throughout.

Embouchure (mouth position)

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

Articulation (tonguing & slurring)

- 6-Student consistently plays all articulations throughout the passage.
- 5-Student usually plays all articulations throughout the passage.
- 4-Student understands articulations, but does not demonstrate throughout the passage.
- 3-Student does not demonstrate correct articulation throughout the passage.

Posture

- 2-Student consistently demonstrates proper posture (arms away from body, feet flat, and straight back).
- 0-Student does not demonstrate proper posture.

Hand Position

- 2-Student consistently demonstrates proper hand position for his/her instrument.
- 0-Student does not demonstrate proper hand position for his/her instrument.

Teacher Comment on Intonation

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

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
7th BAND Advanced ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ DATE _____

	Scale #171 A-flat Scale	Song #97 (B-flat. Dotted Quarter + Eighth rhythm. 16 th Notes, Staccatos)	Song #99 (Cut-Time, Complex rhythms, Chromatic movement, Concert E-flat)
PLAYING RHYTHM	/10		
FINGERINGS/PITCHES	/10		
TONE/BREATH SUPPORT			
EMBOUCHURE			
ARTICULATION			
POSTURE			
HAND POSITION			

Playing rhythm

10-Student consistently plays correct rhythm throughout the passage.

8-Student usually plays correct rhythm throughout the passage.

6-Student sometimes plays correct rhythm throughout the passage.

4-Student does not play correct rhythm throughout the passage.

Correct fingerings/Pitches

10-Student consistently plays correct fingerings throughout the passage.

8-Student usually plays correct fingerings throughout the passage.

6-Student sometimes plays correct fingerings throughout the passage.

4-Student does not play correct fingerings throughout the passage.

Tone

5-Tone is consistently a full rich sound characteristic of the instrument throughout the passage.

4-Tone is usually characteristic of the instrument throughout the passage.

3- Tone is flawed on some notes and/or in some registers.

2- Tone is flawed throughout.

Embouchure (mouth position)

5-Student consistently demonstrates correct embouchure characteristic of instrument.

4-Student usually demonstrates correct embouchure characteristic of instrument.

3-Student understands correct embouchure characteristic of instrument, but does not demonstrate.

2-Student does not demonstrate correct embouchure characteristic of instrument.

Articulation (tonguing & slurring)

6-Student consistently plays all articulations throughout the passage.

5-Student usually plays all articulations throughout the passage.

4-Student understands articulations, but does not demonstrate throughout the passage.

3-Student does not demonstrate correct articulation throughout the passage.

Posture

2-Student consistently demonstrates proper posture (arms away from body, feet flat, and straight back).

0-Student does not demonstrate proper posture.

Hand Position

2-Student consistently demonstrates proper hand position for his/her instrument.

0-Student does not demonstrate proper hand position for his/her instrument.

Teacher comment on Intonation

Alto/Bari Saxophone

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: C4 to C6

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b (alto saxophone G major scale), Eb and F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

TUBA

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, enouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: Ab1 to D3

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b, Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

CLARINET/BASS CLARINET

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: E3 to A5

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b (clarinet C split octave), Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

FLUTE

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, embouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: Eb4 to Eb6

- ☐ 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 (8) beat phrases in one breath (quarter note =80)
- ☐ 5. Play and read one octave major scales: concert B^b, Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

FRENCH HORN

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: A3 to E5

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b (horn F split octave), Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

OBOE

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: C4 to Bb5

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b, Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

BASSOON

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: F3 to Bb5

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b, Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

PERCUSSION

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, enunciation, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Snare

- ☐ Identify and demonstrate proper sticking: single stroke, double stroke, multiple bounce stroke, paradiddle, flam, flam tap, flam accent, drag, single stroke 4, single stroke 7, and double paradiddle.
- ☐ Perform measured rolls: 5, 9, 13, 17.
- ☐ Produce a characteristic tone on snare drum (with matched grip), bass drum, and auxiliary percussion: triangle, tambourine, crash cymbal, and latin percussion as required for repertoire.
- ☐ Articulate simple rhythmic patterns cleanly, using single, double and multiple bounce strokes.

Mallets

Range: G3 to Bb5

- ☐ 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, Eb, F, Ab, and C.
- ☐ Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

TENOR SAXOPHONE

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: C4 to C6

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b (tenor C), Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

TROMBONE/EUPHONIUM

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, enouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: F2 to Eb4

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scale: concert B^b Eb,, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

TRUMPET

“LEVEL III” ASSESSMENT FORM

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

Level III

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, dotted half note, dotted quarter note, quarter note, eighth note, sixteenth note patterns in simple meter, including corresponding rests.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, embouchure, intonation, one measure repeat.
- ☐ Identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.

Range: G3 to F5

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B^b (trumpet C), Eb, F, Ab and C.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

Student Name: _____ has passed Level III: Yes No

Teacher Signature: _____ Date: _____

BAND ASSESSMENT GRADE 7

Page 1 Score Identification

17 Allegretto ♩ = 120

1 13 16

5 11 *f* *p* 7 12 3

5 15 To Coda 3 2 D.S. al Coda

18 14 8 6 4 10 9

9 19

___ The sign (Segno)

___ Jump to the Coda

___ Coda (ending)

___ Time Signature

___ Crescendo

___ Measure Line

___ Eighth Rest

___ Go back to the Sign

___ Whole Rest

___ Half Rest

___ Quarter Rest

___ Piano – play softly

___ Double Bar Line

___ Forte – play loudly

___ Decrescendo or Diminuendo

___ Clef Sign

___ Eighth Notes

___ Measure

___ Quarter Note

BAND ASSESSMENT GRADE 7

Page 2 Score Identification

1 2 3 4 5 7 13 Fine

8 *mf* 9 11 *mp* 6 12 D.C. al Fine

___ Tie

___ Mezzo Forte

___ Repeat Sign

___ End

___ Go back to the Beginning

___ Slur

___ Mezzo Piano

___ Tenuto

___ Fermata

___ Key Signature

___ Staccato

___ Accent

___ Repeat the previous measure

BAND ASSESSMENT GRADE 7

Page 3 Terms & Symbols

Tempo Markings

___ Ritardando	A. A fast speed
___ Moderato	B. A very slow speed
___ Allegro	C. Gradually speeding up
___ Andante	D. A medium speed
___ Largo	E. A very fast speed
___ Presto	F. Gradually slowing down
___ Accelerando	G. A moderately slow speed

Dynamics Symbols

___ Pianissimo	A. <i>p</i>
___ Diminuendo/Decrescendo	B. <i>mf</i>
___ Fortissimo	C. \leq
___ Mezzo forte	D. <i>mp</i>
___ Crescendo	E. <i>ff</i>
___ Forte	F. <i>pp</i>
___ Mezzo piano	G. <i>f</i>
___ Piano	H. \geq

BAND ASSESSMENT GRADE 7

Page 4 Note Names

Find your instrument. Mark the note name underneath the note. You should have 12 answers.

The image shows a musical score for a band, with ten staves. Each staff is labeled with an instrument name on the left. The staves are: Flute, Oboe, Bassoon, Clarinet (& Bass Cl), Saxophone, Trumpet, Horn, Trombone & Baritone Horn, Tuba, and Mallets. Each staff contains a sequence of notes in 12/8 time. The notes are: Flute (G4, A4, B4, C5, D5, E5, F5, G5), Oboe (G4, A4, B4, C5, D5, E5, F5, G5), Bassoon (G3, A3, B3, C4, D4, E4, F4, G4), Clarinet (& Bass Cl) (G3, A3, B3, C4, D4, E4, F4, G4), Saxophone (G4, A4, B4, C5, D5, E5, F5, G5), Trumpet (G4, A4, B4, C5, D5, E5, F5, G5), Horn (G4, A4, B4, C5, D5, E5, F5, G5), Trombone & Baritone Horn (G3, A3, B3, C4, D4, E4, F4, G4), Tuba (G2, A2, B2, C3, D3, E3, F3, G3), and Mallets (G4, A4, B4, C5, D5, E5, F5, G5). The notes are marked with a '1' below them, indicating the first of three notes in the sequence.

Instrument	Note 1	Note 2	Note 3	Note 4	Note 5	Note 6	Note 7	Note 8
Flute	G4	A4	B4	C5	D5	E5	F5	G5
Oboe	G4	A4	B4	C5	D5	E5	F5	G5
Bassoon	G3	A3	B3	C4	D4	E4	F4	G4
Clarinet (& Bass Cl)	G3	A3	B3	C4	D4	E4	F4	G4
Saxophone	G4	A4	B4	C5	D5	E5	F5	G5
Trumpet	G4	A4	B4	C5	D5	E5	F5	G5
Horn	G4	A4	B4	C5	D5	E5	F5	G5
Trombone & Baritone Horn	G3	A3	B3	C4	D4	E4	F4	G4
Tuba	G2	A2	B2	C3	D3	E3	F3	G3
Mallets	G4	A4	B4	C5	D5	E5	F5	G5

BAND ASSESSMENT GRADE 7

Page 5 Terms

____ Tutti	A. One person plays
____ Soli	B. A solo performed by an entire section
____ Solo	C. The parts are divided
____ Divisi	D. Everyone plays
____ Unison	E. Everyone plays the same thing

____ Accidental	A. Music that moves by half-steps
____ Breath Support	B. Correct air needed to produce a quality sound on a wind instrument
____ Articulation	C. A rhythm where the emphasis is played on the off-beat
____ Enharmonic	D. Slurring or tonguing a note
____ Syncopation	E. Notes that sound the same but are written differently
____ Chromatic	F. A flat, sharp, or natural that is not in the key signature

____ Legato	A. A symbol that lowers the note by a half step
____ Staccato	B. Notes are played with more emphasis
____ Accent	C. Notes are played lightly and more separated
____ Sharp	D. Notes are played smoothly
____ Flat	E. A symbol that raises the note by a half step

BAND ASSESSMENT GRADE 7

Page 6 Key Signatures

Find your instrument row (arrow) and your grade level column.

Underneath each key signature, identify the CONCERT Key.

Grade 7 students complete Grade 6 and 7 portions. Grade 8 complete entire row.

	Grade 6	Grade 7	Grade 8
Flute, Oboe, Bells	 _____	 _____	 _____
Clarinet, TSax, Trumpet	 _____	 _____	 _____
Alto, Bari Sax	 _____	 _____	 _____
French Horn	 _____	 _____	 _____
Bassoon, Trom- bone, Baritone, Tuba	 _____	 _____	 _____

BAND ASSESSMENT GRADE 7

Page 7 Enumeration

Write the enumeration out the way you would count out loud. Please check the time signature.



BAND ASSESSMENT GRADE 7

Page 8 Enumeration

- 1) What does a dot next to any note or rest add?
- 2) What does the top number of the time signature tell?
- 3) What does the bottom number of the time signature tell?
- 4) In the pyramid below, identify each kind of note and tell how many beats each would get if there is a **4** on the **bottom** of the time signature.

