

6th GRADE & BEGINNING BAND

6th Grade Band is offered to all students who have completed Fairfield Band Skill Level 1 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. 6th 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.

Beginning Band is offered with limited instrumentation to students who desire training in instrumental techniques, ensemble rehearsal and performance techniques, and music reading. While instrument availability can vary, saxophone, trumpet and percussion are not offered in this course. Beginning band meets independently for half of the year and joins the 6th grade band after the Winter Concert. This class requires three rehearsals per week and Band/Chorus is not an option. 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 qualified lesson instructor in groups no larger than five students. Homework for this class includes regular, consistent practice on assigned lesson and ensemble music. Participation in the spring evening curricular concert is expected and integral for successful completion of this class.

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
6th Grade Band	II	Novice
7 th Grade Band	III	Intermediate
8 th Grade Band	IV	Intermediate
Concert Band	V	Proficient
Symphonic Band	VI	Accomplished

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

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.

Wind Ensemble	VII	Advanced	<p>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.</p> <p>Ensemble Goals</p> <ol style="list-style-type: none"> I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette. II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting. III. Successfully participate in authentic concert experiences through public performance in the most professional setting available. IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance. <p>Small Group Lesson Goals</p> <ol style="list-style-type: none"> I. Students will complete Fairfield Band Skill Level II by the end of their 6th grade year. II. Develop instrument specific techniques in lessons and apply 	<ul style="list-style-type: none"> • 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.
Jazz Ensemble	*Extension Course	Advanced		

	<p>them to large ensemble rehearsals and performances.</p> <p>III. Demonstrate proper care and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p>	
<p><u>Summary Ensemble Skill Objectives</u></p> <p>Used in all Summary Objectives for all students regardless of instrument</p> <p>Skill Level II</p> <ul style="list-style-type: none"> • Student can enumerate and perform whole note, half note, quarter note, eighth note patterns in simple meter, including corresponding rests. Student can enumerate and perform dotted half note and rest. • Students can play and read 4/4, 2/4, 3/4 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. • Students can identify and perform the following terms and symbols: 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. 	<p><u>Summary Small Group Lesson Skill Objectives</u></p> <p>Fairfield Skill Level II</p> <p>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 II. • 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 assessment • Skill Level II individual checklist

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

<u>Repertoire</u>	<u>Tasks</u>	<u>Assessment</u>
<ul style="list-style-type: none">• Student composed rhythms	Small Group Lesson <ul style="list-style-type: none">• Students will compose (plan and make) a four measure rhythms in 3/4 time using half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests.• Students will evaluate their compositions for proper use of note values, and will refine their compositions as needed.	Small Group Lesson <ul style="list-style-type: none">• 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 II objectives. Marches and Programmatic music are focus genres in 6th grade, and 3-4 time signature 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 II objectives.

Tasks

Ensemble

Students will:

- Perform Concert Bb, Eb, and F Major Scales 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.
- Present band literature in grade level concerts that includes but is not limited to Marches, Programmatic music, and a piece in 3-4 time with characteristic tone on their instrument and attention to intonation.

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, 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 II Checklists

	<p>Small Group Lesson</p> <p>Students will individually perform designated lesson material in accordance with Fairfield Skill Level II 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 II objectives. Marches and Programmatic music are focus genres in 6th grade, and 3-4 time signature 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 II 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 the top number and bottom numbers and their impact on 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</p> <p>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 II, students will study and perform various styles of repertoire with in- depth study on focus genres: March and Programmatic 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.
- In class discussion, identify musical characteristics that create a storytelling effect in a programmatic piece.

Assessment

- Worksheet answering focus questions for each repertoire genre.
- March**
- Focus Question 1: What is the historical significance of the "March" as a genre? (original to band as ensemble, military roots)
 - Focus Question 2: What are some of the most common musical characteristics of a march? (Pulse in Two, syncopation, form often includes Trio, Dogfight)
- Programmatic Music**
- Focus Question 1: What is the goal of programmatic music? (to tell a story through music)
 - Focus Question 2: Analyze and evaluate the effectiveness of the programmatic piece you performed. What musical elements were helpful to tell the story? (Varying tempi, major/minor keys, dynamics, extended techniques, sound effects, etc)

Fairfield Public Schools
Assessment Pack
Grade 6 Band

Grade 6 Rhythm Composition

Name: _____ Date: _____ Class: _____

Composing in $\frac{3}{4}$

- 1. Compose your four measure rhythm using rhythms in the Note Bank.
- 2. Use a variety of notes! Only one dotted half note per composition is allowed.



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Composition Rubric Grade 6

Name: _____

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 4 measures.	10		
The composition uses a variety of note values (only one dotted half note is used.)	20		
The composition contains 3 beats per measure.	20		

Name _____

Date _____

6th Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

Name _____

Date _____

6th Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

Name _____

Date _____

6th Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

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.

6th Grade

Genre Focus Questions: March

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 March. Please answer the focus questions below based on what you have learned and understand about Marches.

1. What is the historical significance of the “March” as a genre?
2. What are some of the most common musical characteristics of a march?

6th Grade

Genre Focus Questions: Programmatic 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 Programmatic music. Please answer the focus questions below based on what you have learned and understand about Programmatic music.

1. What is the goal of programmatic music?
2. Analyze and evaluate the effectiveness of the programmatic piece you performed. What musical elements were helpful to tell the story?

Fairfield Public Schools

Individual Band Instrument Skill II Level Documents

Band Skill Level II

(Grade 6)

Objectives to be Met by All Band Students

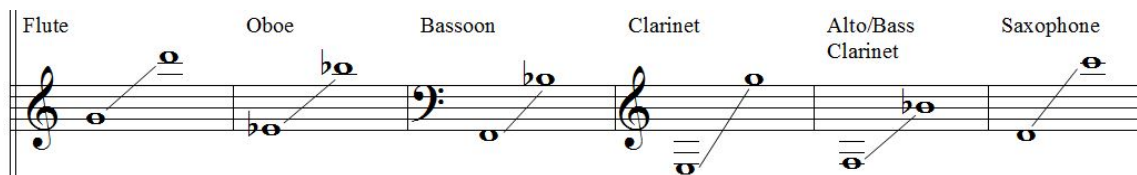
A student has completed a given level when he/she has successfully achieved the following:

Level II

Students will

- Enumerate and perform whole note, half note, dotted half note, quarter note, eighth note rhythms in simple meter, including corresponding rests.
 - Play and read 4/4, 2/4, 3/4 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.
 - Identify and perform the following terms and symbols: 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.
-

Level II by Instrument



Flute

Range: G4 to D6

- 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, and F.

Oboe

Range: Eb4 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, and F.

Clarinet

Range: E3 to G5

- 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, and F.

Bass Clarinet

Range: E3 to G5

- 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, and F.

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, and F.

Alto Saxophone/Bari Saxophone

Range: D4 to C6

Identify written note names and demonstrate fingerings throughout the range.

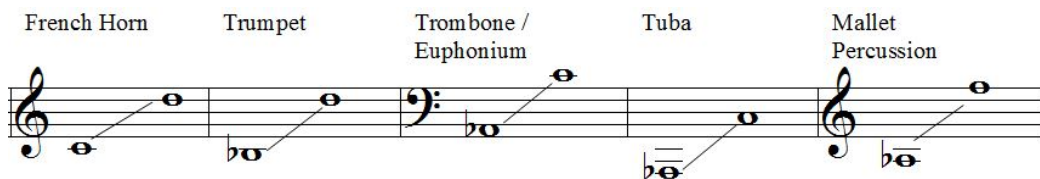
- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases in one breath (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.

Tenor Saxophone

Range: D4 to C6

Identify written note names and demonstrate fingerings throughout the range.

- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases in one breath (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.



Trumpet

Range: Bb3 to D5

Identify written note names and demonstrate fingerings throughout the range.

- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases in one breath (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.

French Horn

Range: C4 to D5

Identify written note names and demonstrate fingerings throughout the range.

- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases in one breath (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.

Trombone/Euphonium

Range: Ab2 to C4

Identify written note names and demonstrate fingerings throughout the range.

- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases in one breath (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.

Tuba

Range: Ab1 to C3

Identify written note names and demonstrate fingerings throughout the range.

- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases in one breath (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.

Mallet Percussion

Range: Ab3 to F5

Identify written note names and demonstrate fingerings throughout the range.

- 1) Produce a characteristic tone and embouchure throughout the range.
- 2) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 3) Play eight (8) beat phrases (quarter note =60)
- 4) Play and read one octave major scales: Concert Bb, Eb, and F.

Battery Percussion

- 1) Identify and demonstrate proper sticking; single stroke, double stroke, multiple bounce stroke, paradiddle, flam, flam tap.
- 2) Produce a characteristic tone on snare drum (with matched grip), bass drum and auxiliary percussion.

Articulate simple rhythmic patterns cleanly, using single, double, and multiple bounce stroke

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

PERCUSSION
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
6th Grade Novice ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ Date _____

	#88 Bells (Concert B-flat Scale)	#61 Bells (Concert Bb)	#61 Snare (Alternating Flam & Paradiddle Sticking)
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
6th Grade Proficient ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ Date _____

	#96 Bells (Concert F Scale)	#98 Bells (Concert B-flat, Moving 8 th notes)	#98 Snare (Alternating Flam, Paradiddle, Notated rolls to be played as double stroke)
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 Very Good Satisfactory Needs Improvement
 90-100 80-89 70-79 below 70

PERCUSSION
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
6th Grade Advanced ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ Date _____

	#126 Bells (Concert E-flat Scale)	#96 Snare (Alternating Flam, 16 th note patterns) #98 Snare (Alternating Flam, Paradiddle, Notated rolls to be played as double stroke)	#139 Bells (Eb Major, accidentals, endings.)
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 Very Good Satisfactory Needs Improvement
 90-100 80-89 70-79 below 70

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
6th BAND Novice ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ DATE _____

	Scale #88 B-flat Scale	Song #87 (Range)	Song #95 (3-4 Time Signature, Concert E & 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

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

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
6th BAND Proficient ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ DATE _____

	Scale #96 F Scale	Song #111 (E-flat. Moving 8 th notes. Range)	Song #127 (3-4 Time Signature, Dotted Quarter + Eighth rhythm)
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 Very Good Satisfactory Needs Improvement
 90-100 80-89 70-79 below 70

WOODWINDS/BRASS
FAIRFIELD PUBLIC SCHOOLS
MUSIC DEPARTMENT
6th BAND Advanced ASSESSMENT - JUNE

STUDENT: NAME _____ SCHOOL _____ DATE _____

	Scale #126 E-flat Scale	Song #139 (E-flat. Dotted Quarter + Eighth rhythm. Moving 8 th notes. Range)	Song #143 (Dotted Quarter + Eighth rhythm, Concert E & E flat, Concert A & A 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 II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: D4 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.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

TUBA

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: Ab1 to C3

- ☐ 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, and F.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

CLARINET/BASS CLARINET

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: E3 to G5

- ☐ 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 and F/

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

FLUTE

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: G4 to D6

- ☐ 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 and F.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

FRENCH HORN

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: C4 to D5

- ☐ 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 and F.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

OBOE

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: Eb4 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 and F.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

BASSOON

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

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 and F.

COMMENTS:

<p>Student Name: _____ has passed Level II: Yes No</p> <p>Teacher Signature: _____ Date: _____</p>
--

PERCUSSION

"LEVEL II" ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
 - ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
 - ☐ Identify and perform the following terms and symbols: 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.
-

Snare

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

Mallets

Range: Ab3 to F5

- ☐ 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 scales: concert B^b, Eb and F.

COMMENTS:

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

Teacher Signature: _____ **Date:** _____

TENOR SAXOPHONE

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: D4 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 and F.

COMMENTS:

Student Name: _____	has passed Level II:	Yes	No
Teacher Signature: _____ Date: _____			

TROMBONE/EUPHONIUM

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 time signatures.
- ☐ Perform dynamic levels of pp, p, mp, mf, f, ff
- ☐ Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline, common time, sharp, flat, natural, crescendo, decrescendo, slur, tie, single measure repeat, fermata, key signature and accent.
- ☐ Identify and perform the following terms and symbols: 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.

Range: Ab2 to C4

- ☐ 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 scales: concert B^b Eb, and F.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

TRUMPET

“LEVEL II” ASSESSMENT FORM

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

Level II

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests.
- ☐ Play and read 4/4 $\frac{3}{4}$ and 2/4 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.
- ☐ Identify and perform the following terms and symbols: 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.

Range: Bb3 to D5

- ☐ 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 and F.

COMMENTS:

Student Name: _____ has passed Level II: Yes No

Teacher Signature: _____ Date: _____

Name: _____

Date: _____

Instrument: _____

Fairfield Public Schools Band Assessment



Total Score:

B P A

Grade 6

Page 1: Matching

Match the term with its definition

_____ Solo

_____ Unison

_____ Soli

_____ Divisi

_____ Tutti

_____ Tempo

_____ Common Time **C**

_____ Ritardando

A. The speed of music

B. A time signature that is the same as 4/4

C. Divide the parts

D. Everyone plays

E. Everyone plays the *same thing*

F. One person plays

G. Gradually slowing down

H. Whole section plays

Page 2: Note Names

Fill in the note names for your instrument beneath each note.
Since there is no key signature, there are no sharps or flats.

Flute

Oboe

Clarinet/
Bass Clarinet

Saxophone

Bassoon

French Horn

Trumpet in B \flat

Trombone and
Baritone horn

Tuba

Percussion
BELLS

Page 3: Symbol Identification

The image shows three lines of musical notation on a five-line staff, each with a treble clef and a key signature of one sharp (F#). The notation includes various musical symbols and dynamics that are numbered for identification:

- Line 1:**
 - Arrows 1-4 point to the first four notes (quarter notes).
 - Arrow 5 points to a slur over measures 5 and 6.
 - Arrow 6 points to a quarter note in measure 7.
 - Arrow 7 points to a quarter note in measure 8.
- Line 2:**
 - Arrows 8-12 point to notes in measures 9-13.
 - Arrow 13 points to the dynamic marking *p* (piano).
 - Arrow 14 points to the dynamic marking *f* (forte).
 - Arrow 15 points to a slur over measures 14 and 15.
 - Arrow 16 points to the end of the line (double bar line).
- Line 3:**
 - Arrow 17 points to a whole rest in measure 17.
 - Arrow 18 points to a fermata over a note in measure 18.
 - Arrows 19 and 20 point to notes in measure 19.
 - Arrows 21 and 22 point to a decrescendo hairpin (two slanted lines meeting at a point) between measures 18 and 19.

What is the arrow pointing to? Place the number next to the correct musical term.


Line 1. #1-7		
<input type="checkbox"/> Whole Note	<input type="checkbox"/> Key Signature	<input type="checkbox"/> Quarter Note
<input type="checkbox"/> Half Note	<input type="checkbox"/> A Whole Measure	<input type="checkbox"/> Time Signature
<input type="checkbox"/> Treble Clef Sign		
Line 2. #8-16		
<input type="checkbox"/> Eighth Notes	<input type="checkbox"/> Single Measure	<input type="checkbox"/> Bar Line
<input type="checkbox"/> Double Barline	Repeat (repeat previous measure)	<input type="checkbox"/> Forte (to play loudly)
<input type="checkbox"/> Piano (to play quietly)	<input type="checkbox"/> A quarter rest	<input type="checkbox"/> Slur
<input type="checkbox"/> Half rest		
Line 3. #17-22		
<input type="checkbox"/> Crescendo (to gradually get louder)	<input type="checkbox"/> Fermata (hold)	<input type="checkbox"/> Repeat sign
<input type="checkbox"/> Whole rest	<input type="checkbox"/> Diminuendo/Decrescendo (gradually get quieter)	<input type="checkbox"/> Tie

Page 4: Enumerate

Write the numbers that you would enumerate with if counting out loud.
Be sure to check each time signature.

1. 
2. 
3. 

Write the correct top number for each time signature below.

4. 

On the staves below:
A. Write the counts.
B. Add bar lines.

5. 

6. 



Page 5: Definitions

Match each word with its definition or symbol

1. Symbols

- | | |
|---------------|--|
| ___ Sharp | A.  |
| ___ Accent | B. > |
| ___ Bass Clef | C. <i>b</i> |
| ___ Flat | D. # |
| ___ Natural | E.  |

2. Dynamics

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

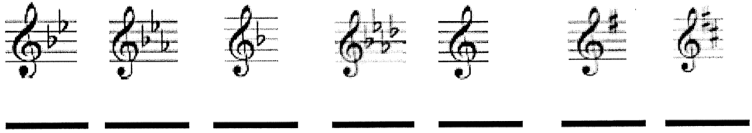



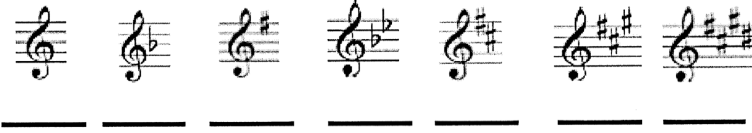


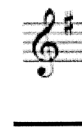
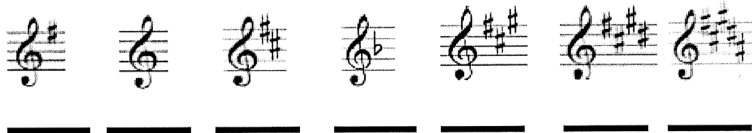



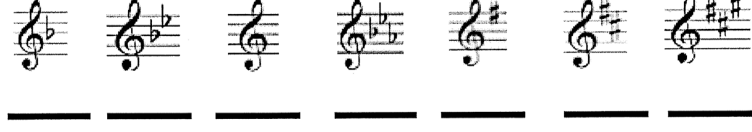


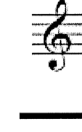
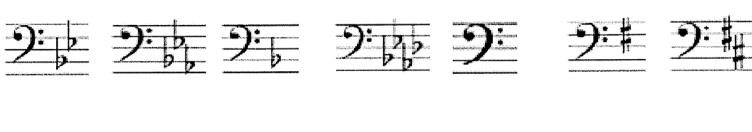
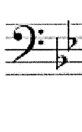
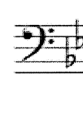
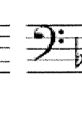
3. Other Terms

- | | |
|----------------|----------------------------|
| ___ Ritardando | A. slow |
| ___ Tempo | B. gradually slowing down |
| ___ Allegro | C. medium |
| ___ Andante | D. fast |
| ___ Moderato | E. The "speed" of the beat |

Page 6: Key Signature

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

Underneath each key signature, identify the *CONCERT* Key.

	Grade 6	Grade 7	Grade 8
<div>Flute, Oboe, Bells</div> 			
<div>Clarinets, TSax, Trumpet</div> 			
<div>Alto, Bari Sax</div> 			
<div>French Horn</div> 			
<div>Bassoon, Trombone, Baritone, Tuba</div> 			

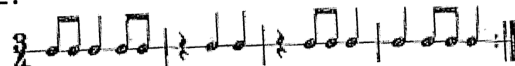
Page 7: Extra Credit

Enumerate - write the numbers that you would use to enumerate if counting out loud.

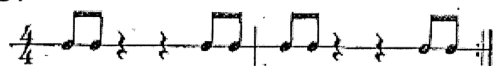
1.



2.



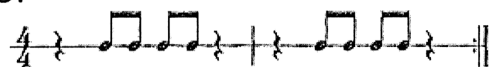
3.



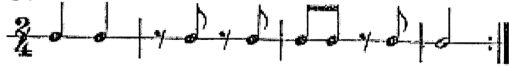
4.



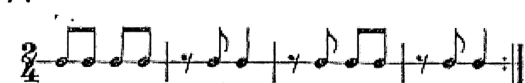
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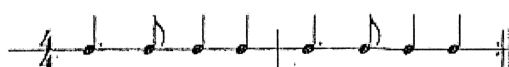
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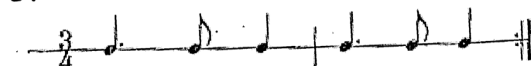
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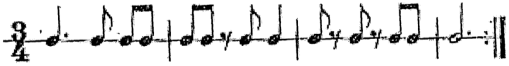
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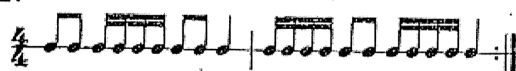
9.



10.



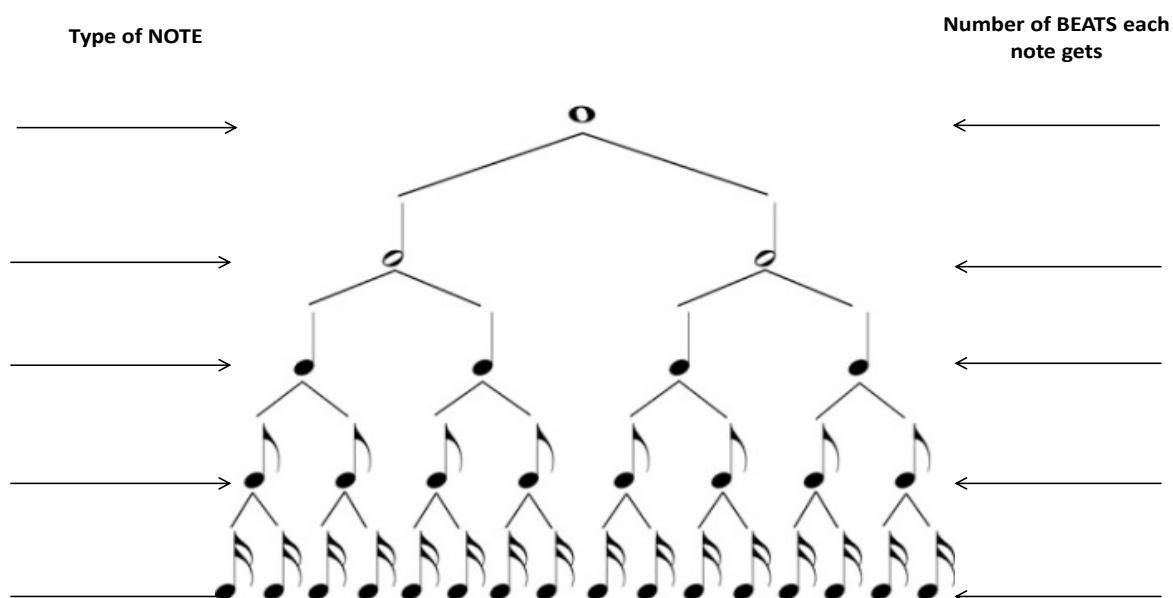
11.



Time Signatures, Note Values and 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?

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.



- 4) Enumerate the example below. Write the counts below the notes.

