

## 8<sup>th</sup> GRADE BAND

**8<sup>th</sup> Grade Band** is offered to all students who have completed Fairfield Band Skill Level III 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 and the Memorial Day Parade is expected and integral for successful completion of this class. 8<sup>th</sup> 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 <sup>th</sup> Grade Band	I	Novice
6 <sup>th</sup> Grade Band	II	Novice
7 <sup>th</sup> Grade Band	III	Intermediate
<b>8<sup>th</sup> Grade Band</b>	<b>IV</b>	<b>Intermediate</b>
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

#### 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.

	<p>include responding to conductor's cues, ensemble balance and blend, and performance etiquette.</p> <p>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</p> <p>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</p> <p>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</p> <p><b>Small Group Lesson Goals</b></p> <p>I. Progress through Skill Level IV in the Fairfield Public School band program. Students will complete Skill Level IV by the end of their 8<sup>th</sup> grade year.</p> <p>II. Develop instrument specific techniques in lessons and apply 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>	<ul style="list-style-type: none"> <li>• Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ul>
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### Summary Ensemble Skill Objectives

Used in all Summary Objectives for all students regardless of instrument

#### **Level IV**

- Student can enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- Play and read 4/4, 2/4, 3/4, 2/2, 6/8 time signatures, and swing eighth notes.
- 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- Students can identify and perform the following terms and symbols: **vivace, maestoso, forte piano, sforzando, sforzando piano, similie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.**

### Summary Small Group Lesson Skill Objectives

#### **Fairfield Skill Level IV**

Students will:

- Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level IV.
- Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson.

### Assessments

#### **Ensemble Assessments**

- Ensemble Performances (Winter and Spring Concerts)
- Written Concert Evaluation (Winter and Spring)
- Written End of the Year assessment

#### **Small Group Lesson Assessments**

- End of Year Playing assessment
- Skill Level IV Individual Checklist

## CREATING

*Conceiving and developing new artistic ideas and work.*

### Enduring Understandings

- 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**

<b>Repertoire</b>	<b><u>Tasks</u></b>	<b><u>Assessment</u></b>
	<b>Small Group Lessons</b>	<b>Small Group Lessons</b>
<ul style="list-style-type: none"><li>• Student composed 12-bar Blues melodies</li></ul>	<ul style="list-style-type: none"><li>• Given the notes of a blues scale, students compose a 12-bar melody, using the blues scale, to be performed in a swing feel.</li><li>• Students evaluate and refine their work; the melody will be performed to a recorded “playalong” track in lessons.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment checklist to include task specific parameters</li><li>• Composition Rubric</li><li>• Peer Assessment</li></ul>

## PERFORMING

*Realizing artistic ideas and work through interpretation and presentation.*

### Enduring Understanding

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

### Essential Questions

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

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

### Repertoire

#### **Ensemble**

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level IV objectives. Jazz and Movie music are the focus genres in 8<sup>th</sup> grade, and 6-8 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 IV objectives.

### Tasks

#### **Ensemble**

Students will:

- Perform Concert Bb, Eb, F, Ab, C, G, and D Major scales and Bb blues scale as a group
- Perform a one octave B flat chromatic scale from memory.
- 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 Jazz, Movie music, and a piece in 6-8 time with characteristic tone on their instrument and attention to intonation.

### Assessment

#### **Ensemble**

- Formative assessments on dynamics, balance and blend, articulation, swing feel, 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 IV Checklists

	<p><b>Small Group Lesson</b></p> <p>Students will individually perform designated lesson material in accordance with Fairfield Skill Level IV 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

<u>Repertoire</u>	<u>Tasks</u>	<u>Assessment</u>
<p><b>Ensemble</b> Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level IV objectives. Jazz and Movie music are the focus genres in 8<sup>th</sup> grade, and 6-8 time signature is the focus meter.</p> <p><b>Small Group Lesson</b> Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level IV objectives.</p>	<p><b>Ensemble</b> Students will:</p> <ul style="list-style-type: none"><li>• Analyze and discuss targeted instrumental techniques, ensemble skills and elements of music during rehearsals.</li><li>• Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices</li><li>• Demonstrate knowledge of music vocabulary.</li><li>• Demonstrate knowledge of all components of a time signature, understanding bottom number and its impact on enumeration.</li><li>• Demonstrates understanding of the dot as it relates to note values and enumeration.</li><li>• Make informed, critical evaluations of the quality and effectiveness of ensemble performances</li><li>• Apply evaluation criteria to individual performance in rehearsals and curricular concerts.</li></ul> <p><b>Small Group Lesson</b> Students will:</p>	<p><b>Ensemble</b></p> <ul style="list-style-type: none"><li>• Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals.</li><li>• Written evaluation of performances.</li><li>• Written End of Year Assessment</li></ul> <p><b>Small Group Lesson</b></p> <ul style="list-style-type: none"><li>• Individual improvement on targeted instrumental techniques.</li><li>• Group discussion of problem solving strategies during at home practice.</li></ul>

	<ul style="list-style-type: none"><li>• Make informed, critical evaluations of the quality and effectiveness of their performances.</li><li>• Through analysis and evaluation, apply problem solving strategies during home practice.</li></ul>	
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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 IV, students will study and perform various styles of repertoire with in depth study on focus genres: Jazz and Movie 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.

### Movie Music

- Focus Question 1: What compositional techniques are used in Movie music to support the scene? (varying tempo, dynamics, major or minor key, orchestration, sound effects)
- Focus Question 2: How is music used to help tie the movie together? (*Patterns of development*: -musical themes are often repeated, establishing motifs, and parallels signaling important changes in story, *leitmotifs* -a kind of musical label that is assigned to a character, a place, an idea, or an emotion -once assigned a leitmotif can be repeated each time the character, idea or emotion reappears -example, Star Wars, Rebel army theme and evil empire theme)

		<p>Jazz</p> <ul style="list-style-type: none"> <li>• Focus Question 1: Jazz is a uniquely American genre. What are its historical influences? (African roots, slave songs, marches, the blues, latin rhythms)</li> <li>• Focus Question 2: How do swing eighth notes differ from straight eighth notes? (swing eighth notes have a longer downbeat, and a shorter, delayed upbeat. Often this is described as a “quarter – eighth triplet” rhythm.)</li> </ul>
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**Fairfield Public Schools**  
**Assessment Pack**  
**Grade 8 Band**

## 8<sup>th</sup> Grade Blues Composition

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Concert B-flat Blues Composition

- 1) Work through the “Sample Jazz Rhythms” sheet. You may need to count and then play the rhythm in a swing eighth note style. You can use any of these rhythms in your composition project.
- 2) You will be composing a 12-measure melody using the Concert B-flat Blues scale. Start by practicing the scale, and then try to create melodic ideas.
- 3) Use the “Sample Jazz Rhythms” sheet to help you create melodies that have good jazz-style rhythm. When you have created a phrase that you like, notate it. Create your own 12-measure blues melody.
- 4) Note that most Blues melodies follow an AAB form. There is a 4-measure phrase, followed by a similar 4-measure phrase. The blues often concludes with a contrasting 4-measure phrase. If you compose your blues in this AAB form, you may be able to create a song that sounds like an authentic jazz blues.

### Requirements

- 1) Use all the notes of the Concert B-flat Blues scale.
- 2) Use a variety of rhythms, including eighth notes, quarter notes, and syncopated rhythms.
- 3) Perform your blues melody for your lesson group.

### Composition Checklist

- \_\_\_\_\_ Wrote the correct clef
- \_\_\_\_\_ Wrote the correct key signature
- \_\_\_\_\_ Wrote a 4-4 time signature
- \_\_\_\_\_ Composed 12 measures.
- \_\_\_\_\_ Used the blues scale.
- \_\_\_\_\_ Used four beats in each measure.
- \_\_\_\_\_ Used a variety of rhythms.

#### Flute/Oboe/Percussion/Low Brass

Bb Db Eb E F Ab Bb

#### Clarinet/Tenor Sax/Trumpet

C Eb F F# G Bb C

#### Alto & Bari Sax

G Bb C C# D F G

#### French Horn

F Ab Bb B C Eb F

**Concert B-flat Blues Composition**

Use this space to practice:

Use this space to practice:

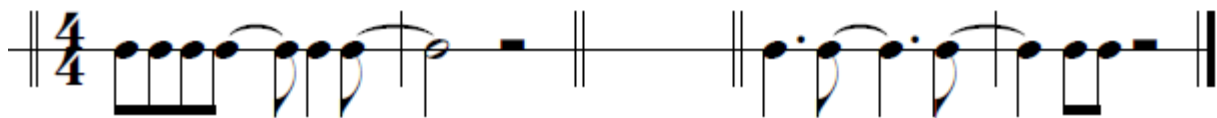
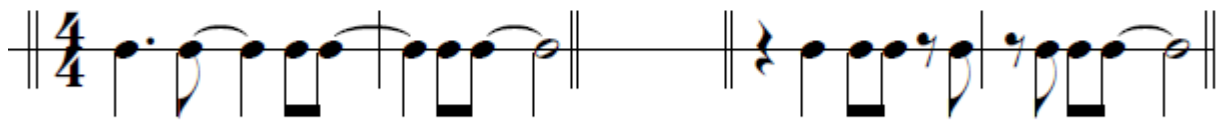
Name\_\_\_\_\_

FINAL DRAFT

**Concert B-flat Blues Composition**



## Sample Jazz Rhythms



You can use any of the above rhythms in your project. You can also compose your own rhythms below, and use those!

This space is for you to compose your own rhythms

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## Concert Bb Blues Composition Rubric Grade 8

Name: \_\_\_\_\_

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 12 measures.	10		
The composition is in 4/4.	10		
The composition is in the correct clef.	10		
The composition is in the correct key with the correct key signature.	10		
The composition contains 4 beats per measure.	10		
The composition uses the blues scale.	25		
The composition uses a variety of rhythms including eighth notes, quarter notes and syncopated rhythms.	25		



**Peer Evaluation**  
**Concert Bb Blues Composition Rubric**  
**Grade 8**

<b>Requirement</b>	<b>Yes/No</b>	<b>Comments</b>
The composition contains 12 measures.		
The composition is in 4/4.		
The composition is in the correct clef.		
The composition is in the correct key with the correct key signature.		
The composition contains 4 beats per measure.		
The composition uses the blues scale.		
The composition uses a variety of rhythms including eighth notes, quarter notes and syncopated rhythms.		

## **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.

## **8<sup>th</sup> Grade**

### **Genre Focus Questions: Movie 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 Movie Music. Please answer the focus questions below based on what you have learned and understand about Movie Music.

1. What compositional techniques are used in Movie Music to support the scene?

1. How is music used to help tie the movie together?

## **8<sup>th</sup> Grade**

### **Genre Focus Questions: Jazz**

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

1. Jazz is a uniquely American genre. What are its historical influences?
2. How do swing eighth notes differ from straight eighth notes?

# Fairfield Public Schools

## Individual Band Instrument Skill IV Level Documents

**Band**  
**Skill Level IV**  
**(Grade 8)**

Objectives to be met by All Band Students

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

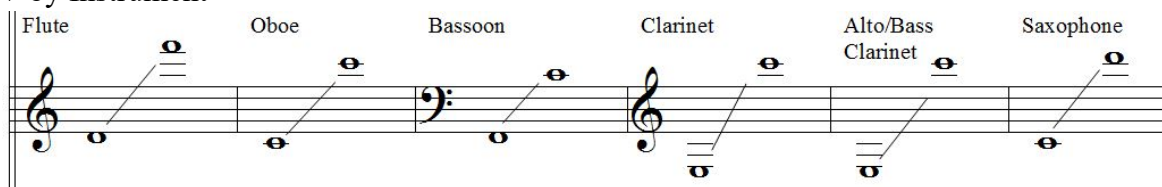
**Level IV**

Students will

- Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- Play and read 4/4, 2/4, 3/4, 2/2, and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, embouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similia, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

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**Level IV by Instrument**



**Flute**

Range: D4 to F6

- 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, C, G and D
- 6) Play and read one octave chromatic scale.

**Oboe**

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, C, G and D
- 6) Play and read one octave chromatic scale.

## Clarinet

Range: E3 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, C, G and D
- 6) Play and read one octave chromatic scale.

## Bass Clarinet

Range: E3 or Eb3 (based on instrument) 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, C, G and D
- 6) Play and read one octave chromatic scale.

## Bassoon

Range: F3 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, C, G and D
- 6) Play and read one octave chromatic scale.

## Alto Saxophone/Bari Saxophone

Range: C4 to D6

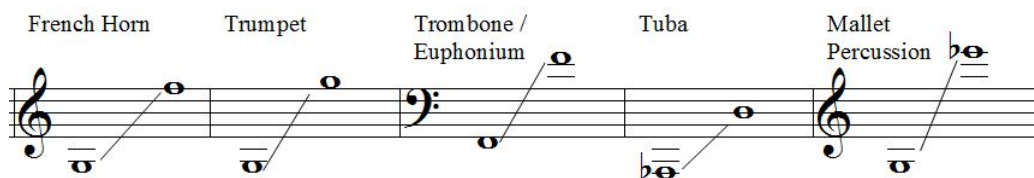
- 1) Identify written note names and demonstrate fingerings throughout the range.
- 2) Produce a characteristic tone and embouchure throughout the range.
- 3) Articulate cleanly; single tongue and slur simple rhythmic and melodic patterns.
- 4) Play eight (8) beat phrases in one breath (quarter note =60)
- 5) Play and read one octave major scales: Concert Bb, Eb, F, Ab, C, G and D
- 6) Play and read one octave chromatic scale.

## Tenor Saxophone

Range: C4 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, F, Ab, C, G and D
- 6) Play and read one octave chromatic scale.





### Trumpet

Range: G3 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, F, Ab, C, G and D
- 6) Play and read one octave chromatic scale.

### French Horn

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, C, G and D
- 6) Play and read one octave chromatic scale.

### Trombone/Euphonium

Range: F2 to F4

- 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, C, G and D
- 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, C, G and D
- 6) Play and read one octave chromatic scale.

### Mallet Percussion

Range: G3 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, C, G and D
- 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 four, single stroke seven, double & triple paradiddles, paradiddle-diddle, Lesson 25, single drag tap. Students will accurately perform measured rolls: 5, 7, 9, 13, 17.
- 2) Produce a characteristic tone on snare drum (with matched grip), bass drum and auxiliary percussion: triangle, tambourine, crash cymbal, timpani and suspended cymbal,
- 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**

8<sup>th</sup> Grade Novice ASSESSMENT - JUNE

STUDENT: NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ Date \_\_\_\_\_

	E.E. pg 12 #57 (Key of E-flat)	E.E. pg 5-A #17 (8 <sup>th</sup> Note paradiddles, flams)	Performing Perc. pg. 28 Swinging Seventeens (Measured rolls: 17)
<b>PLAYING RHYTHM</b>			
<b>ALTERNATE STICKING</b>			
<b>REBOUND</b>			
<b>CORRECT PITCHES</b>			
<b>DYNAMICS</b>			
<b>GRIP(Hand Position)</b>			

**Playing rhythm**

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

**Correct Pitches**

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

**Alternate Sticking**

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

**Rebound**

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

**Grip (Hand Position)**

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

**Dynamics**

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

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

PERCUSSION  
FAIRFIELD PUBLIC SCHOOLS  
**MUSIC DEPARTMENT**

8<sup>th</sup> Grade Proficient ASSESSMENT - JUNE

STUDENT: NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ Date \_\_\_\_\_

	E.E. pg 18 #91 (Key of E-flat)	E.E. pg 27-B #133 (measured rolls, flams)	E.E. #128 D.S. March (Measured rolls)
<b>PLAYING RHYTHM</b>			
<b>ALTERNATE STICKING</b>			
<b>REBOUND</b>			
<b>CORRECT PITCHES</b>			
<b>DYNAMICS</b>			
<b>GRIP(Hand Position)</b>			

**Playing rhythm**

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

**Correct Pitches**

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

**Alternate Sticking**

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

**Rebound**

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

**Grip (Hand Position)**

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

**Dynamics**

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

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

PERCUSSION  
FAIRFIELD PUBLIC SCHOOLS  
**MUSIC DEPARTMENT**

8<sup>th</sup> Grade Advanced ASSESSMENT - JUNE

STUDENT: NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ Date \_\_\_\_\_

	E.E. pg 21 #106 (Key of g minor, 6-8)	E.E. pg 15-B #74 (Drags, flams, flam taps)	E.E. #200 (Accents, flams, dynamics, triplets)
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**  
8<sup>th</sup> BAND Novice ASSESSMENT - JUNE

STUDENT: NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

	<b>Scale #185 Bb Chromatic</b>	<b>Song #105 (Concert C minor, 6-8 time signature)</b>	<b>Song #97 (B-flat. Dotted Quarter + Eighth rhythm. 16<sup>th</sup> Notes, Staccatos)</b>
<b>PLAYING RHYTHM</b>	/10		
<b>FINGERINGS/PITCHES</b>	/10		
<b>TONE/BREATH SUPPORT</b>			
<b>EMBOUCHURE</b>			
<b>ARTICULATION</b>			
<b>POSTURE</b>			
<b>HAND POSITION</b>			

**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, but student completes the passage.
- 2- Tone is flawed and student cannot complete the passage.

**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.

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

WOODWINDS/BRASS  
FAIRFIELD PUBLIC SCHOOLS  
**MUSIC DEPARTMENT**  
7<sup>th</sup> BAND Proficient ASSESSMENT - JUNE

STUDENT: NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

	Scale #175 C Scale	Song #132 (Concert F, 6-8 time)	Song #73 (Concert B-flat, 16 <sup>th</sup> rhythms, Syncopation)
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, but student completes the passage.
- 2- Tone is flawed and student cannot complete the passage.

**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.

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

WOODWINDS/BRASS  
FAIRFIELD PUBLIC SCHOOLS  
**MUSIC DEPARTMENT**  
7<sup>th</sup> BAND Advanced ASSESSMENT - JUNE

STUDENT: NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

	Scale #186 F chromatic Scale – two octaves	Song #133 (Concert F. Dotted, 8 <sup>th</sup> , and 16th Rhythms)	Song #141 (Concert g minor, 6-8 time signature)
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, but student completes the passage.
- 2- Tone is flawed and student cannot complete the passage.

**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.



# ALTO/BARI. SAXOPHONE

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, embouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, simile, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: C4 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 B<sup>b</sup> (alto saxophone G major scale), Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# TUBA

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

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, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CLARINET/BASS CLARINET

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: Clarinet E3 to C6

Bass Clarinet E3 or Eb3 (based on instrument) 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<sup>b</sup> (clarinet C split octave), Eb, F, Ab C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FLUTE

### “LEVEL IV” ASSESSMENT FORM

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

#### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similitie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: D4 to F6

- ☐ 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 =60)
- ☐ 5. Play and read one octave major scales: concert B<sup>b</sup>, Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# FRENCH HORN

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

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<sup>b</sup> (horn F split octave), Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level III:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## OBOE

### “LEVEL IV” ASSESSMENT FORM

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

#### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similité, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

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<sup>b</sup>, Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## BASSOON

### “LEVEL IV” ASSESSMENT FORM

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

#### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similité, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: F3 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<sup>b</sup>, Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PERCUSSION

### “LEVEL IV” ASSESSMENT FORM

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

#### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, simile, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

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#### 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, double and triple paradiddles, paradiddle-diddle, lesson 25, single drag tap.
- ☐ Perform measured rolls: 5, 7, 9, 13, 17.
- ☐ Produce a characteristic tone on snare drum (with matched grip), bass drum, and auxiliary percussion: triangle, tambourine, crash cymbal, timpani and suspended cymbal.
- ☐ Articulate simple rhythmic patterns cleanly, using single, double and multiple bounce strokes.

#### Mallets

Range: G3 to Eb6

- ☐ Identify written note names and demonstrate fingerings throughout the range.
- ☐ Produce a characteristic tone with correct hand position and correct stroke.
- ☐ Play simple rhythmic and melodic patterns using proper stroke technique.
- ☐ Play and read one octave major scale: concert B<sup>b</sup> Eb, F, Ab and C.
- ☐ Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# TENOR SAXOPHONE

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, simlie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: C4 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 B<sup>b</sup> (tenor C), Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# TROMBONE/EUPHONIUM

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, simlie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: F2 to F4

- ☐ 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<sup>b</sup> Eb,, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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Student Name: \_\_\_\_\_ has passed Level IV:    Yes    No

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# TRUMPET

## “LEVEL IV” ASSESSMENT FORM

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

### Level IV

STUDENT CAN SUCCESSFULLY:

- ☐ Enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- ☐ Play and read 4/4, 2/4, 3/4, 2/2 and 6/8 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, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- ☐ Identify and perform the following terms and symbols: vivace, maestoso, forte piano, sforzando, sforzando piano, similie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.

Range: G3 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<sup>b</sup> (trumpet C), Eb, F, Ab, C, G and D.
- ☐ 6. Play and read one octave chromatic scale.

COMMENTS:

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**Student Name:**\_\_\_\_\_ **has passed Level III:**    **Yes**    **No**

**Teacher Signature:**\_\_\_\_\_ **Date:**\_\_\_\_\_

**End of Year Assessment**  
**Grade 8 Band**

Name \_\_\_\_\_

Instrument \_\_\_\_\_

Date \_\_\_\_\_

Grade 8 Assessment – Page 1 – Tempo/Symbols/Dynamics

**TEMPO** – Please rank these tempo markings from slowest (1) to fastest (7)

- \_\_\_\_\_ Vivace
- \_\_\_\_\_ Adagio
- \_\_\_\_\_ Moderato
- \_\_\_\_\_ Allegro
- \_\_\_\_\_ Andante
- \_\_\_\_\_ Largo
- \_\_\_\_\_ Allegretto



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**SYMBOLS**

- |                             |  |
|-----------------------------|--|
| _____ Bass clef             | A.    |
| _____ Sharp                 | B.   |
| _____ Accent                | C.  |
| _____ Single Measure Repeat | D.  |
| _____ Flat                  | E.  |
| _____ Natural               | F.  |

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**DYNAMICS**

- |                              |  |
|------------------------------|--|
| _____ Pianissimo             | A. <i>sfz</i>  |
| _____ Fortissimo             | B. <i>mf</i>   |
| _____ Sforzando              | C.  |
| _____ Diminuendo/Decrescendo | D. <i>mp</i>   |
| _____ Sforzando piano        | E. <i>ff</i>   |
| _____ Crescendo              | F. <i>sfzp</i>   |
| _____ Mezzo forte            | G. <i>pp</i>   |
| _____ Mezzo piano            | H.  |

## Matching

\_\_\_\_\_ articulation

\_\_\_\_\_ accent

\_\_\_\_\_ legato

\_\_\_\_\_ tenuto

\_\_\_\_\_ staccato

\_\_\_\_\_ simile

- A. Play smoothly
- B. Play note for full value
- C. Short or separated
- D. Similar style
- E. Tonguing, slurring, accent etc.
- F. Emphasize the note

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\_\_\_\_\_ poco a poco

\_\_\_\_\_ molto

\_\_\_\_\_ maestoso

\_\_\_\_\_ subito

\_\_\_\_\_ accelerando

\_\_\_\_\_ ritardando

- A. Gradually Slow down
- B. Gradually speed up
- C. Little by little
- D. Much
- E. Suddenly
- F. Majestically

---

\_\_\_\_\_ breath support

\_\_\_\_\_ embouchure

\_\_\_\_\_ syncopation

\_\_\_\_\_ chromatic

\_\_\_\_\_ enharmonic

\_\_\_\_\_ accidental

- A. Notes that sound the same but look different
- B. A sharp, flat or natural that is not in the key signature
- C. By half steps
- D. Emphasis is placed on the off beat
- E. Air speed
- F. Mouth position

8<sup>th</sup> Grade Band Assessment – Note Names

Find your Instrument.

Beneath each note on YOUR staff, write each note name. Writing "Sharp" and "Flat" is not required.

The image displays a musical score for an 8th Grade Band Assessment. It consists of two systems of staves, each with five staves. The instruments listed on the left are: Flute, Oboe, Clarinet Bass CL, Saxes, Bassoon, French Horn, Trumpet, Trombone/Baritone, Tuba, and Bells. The music is written in 4/4 time. The notes are as follows:

Instrument	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5
Flute	C4	D4	E4	F4	G4
Oboe	C4	D4	E4	F4	G4
Clarinet Bass CL	C4	D4	E4	F4	G4
Saxes	C4	D4	E4	F4	G4
Bassoon	C4	D4	E4	F4	G4
French Horn	C4	D4	E4	F4	G4
Trumpet	C4	D4	E4	F4	G4
Trombone/Baritone	C4	D4	E4	F4	G4
Tuba	C4	D4	E4	F4	G4
Bells	C4	D4	E4	F4	G4

Name \_\_\_\_\_

## KEY SIGNATURE

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	 _____	 _____	 _____
Clarinets, TSax, Trumpet	 _____	 _____	 _____
Alto, Bari Sax	 _____	 _____	 _____
French Horn	 _____	 _____	 _____
Bassoon, Trom- bone, Baritone, Tuba	 _____	 _____	 _____



Grade 8 Assessment Page 5 – Score Navigation

1 → Allegretto ♩ = 120

2 → Triplet

3 → Triplet

4 → Eighth Rest

5 → Key Signature

6 → Time Signature

7 → Tempo Marking

8 → Dotted Eighth and Sixteenth

9 → D.C. al Fine

10 → Dotted Quarter and Eighth

11 → Fine

- |                                   |   |
|-----------------------------------|---|
| _____ Eighth Rest                 | _____ Triplet                                       |
| _____ Key Signature               | _____ Four Eighth Notes                             |
| _____ Time Signature              | _____ Four Sixteenth Notes                          |
| _____ Tempo Marking               | _____ Eighth and Two Sixteenth                      |
| _____ Dotted Eighth and Sixteenth | _____ Go back to the beginning and stop at the Fine |
| _____ Dotted Quarter and Eighth   |   |

1 → Segno

2 → To Coda

3 → First Ending

4 → Second Ending

5 → D.S. al Coda

6 → *mf*

7 → *pp*

8 → Crescendo

9 → *fp*

10 → *ff*

- |                    |   |
|--------------------|---|
| _____ Crescendo    | _____ Second Ending                           |
| _____ Decrescendo  | _____ Fermata                                 |
| _____ Medium Loud  | _____ Go back to the Sign and take the Coda   |
| _____ Very Soft    | _____ Start the Note Loudly and drop to Quiet |
| _____ First Ending | _____ Segno (Sign)                            |

## Enumeration

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



## Enharmonics

Indicate the corresponding note name.

A# = \_\_\_\_\_

F# = \_\_\_\_\_

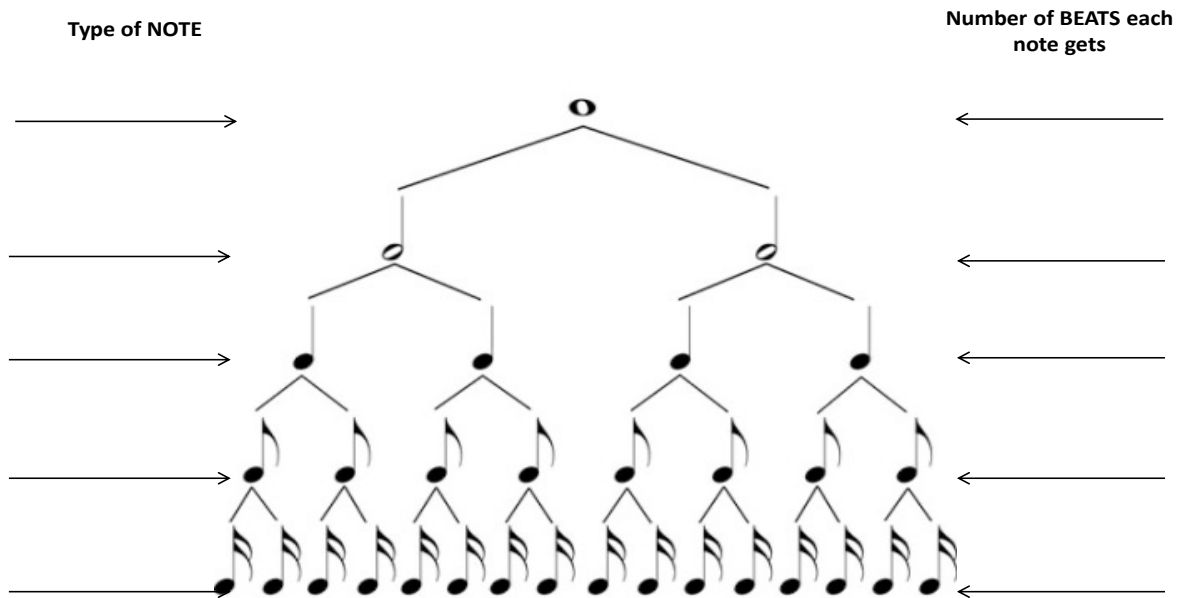
C# = \_\_\_\_\_

$$A^b = \underline{\hspace{2cm}}$$
$$E^b = \underline{\hspace{2cm}}$$
$$D^b = \underline{\hspace{2cm}}$$

## 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 an 8 on the **bottom** of the time signature.



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

