

ELEMENTARY BENCHMARKS

	Tone	Intonation	Key Signature	Facility	Range	Articulation
4	-posture and hand position checklist -mouthpiece tone -steadiness of tone through proper breathing and embouchure -musical opposites, emphasizing long, loud, high and low	-match mouthpiece pitch to instrument -use of trumpet 3 rd valve slide -accuracy of trombone positions -introduce tuner	-perform 3 major scales by memory at appropriate grade level facility	-perform fingering chart throughout range -perform 1 octave chromatic scale in duple meter -perform 3 memorized scales in pattern below at =88	Flute d ¹ c ³ Oboe d ¹ a ^{b2} Clarinet e g ² Saxophone d ¹ a ² Bassoon F c ¹ Trumpet a d ² French horn a d ² Trom/bari G c ¹ Tuba A ^{b1} c	-demonstrate “T” sound (not P, WH, G, K, or L) -recognize and perform slur, staccato, and accent -perform patterns =92 pattern 1- pattern 2-
5	-recognize what is a good tone quality -able to produce a good tone quality with appropriate intonation as modeled by teacher and recordings -encourage summer study	-use tuner at lesson -recognize when out-of-tune	-perform 7 major scales by memory at appropriate grade level facility	-perform fingering chart throughout range -perform 1 octave chromatic scale in duple and triple meter -perform 7 memorized scales in pattern below at =100	Flute c ¹ f ³ Oboe b c ³ Clarinet e e ³ Saxophone c ¹ f ³ Bassoon E ^b e ^{b1} Trumpet f [#] f ² French horn a f ² Trom/bari G f ¹ Tuba F ¹ d	-increase speed and clarity -recognize and perform tenuto, legato and marcato -perform patterns =100 pattern 1- pattern 2-

	Rhythm	Expression			Theory	Literature
		Dynamics	Phrasing	Tempo		
4	-tap, clap and count rhythms found in Ed Sueta Rhythm Chart 1-Chart 11	-introduce <i>p, mp, mf, f</i> , decrescendo, crescendo -perform 3 dynamic levels- <i>p, mp/mf, f</i> -perform steady crescendo and decrescendo -maintain intonation and tone quality throughout dynamic range	-introduce phrases, breath marks, 1, 2, and 4 measure phrases -demonstrate phrasing through singing voice -perform notated breath mark with teacher prompt	-tempos introduced: <i>lento, andante, moderato, vivace</i> -special tempo instructions introduced: <i>ritardando, fermata</i>		Ed Sueta 1 Essential Elements 2000 1 Standard of Excellence 1 Accent on Achievement 1 Breeze Easy 1 Yamaha 1
5	-tap, clap and count rhythms found in Ed Sueta Rhythm Chart 12-Chart 20	-introduce <i>pp</i> and <i>ff</i>	-eliminate 1 and 2 measure phrases -continued development of 4 and 8 measure phrases -notate and perform breath marks with teacher prompt	-tempos introduced: <i>largo, adagio, andantino, allegretto, presto</i> -special tempo instructions introduced: <i>accelerando, a tempo, molto ritard</i>		Ed Sueta 2 Essential Elements 2000 2 Standard of Excellence 2 Accent on Achievement 2 Breeze Easy 2 Tunes for Technique 1 100 Solos-Jump Right In

**All level advancements are inherently cumulative

ELEMENTARY PERCUSSION BENCHMARKS

	SNARE DRUM			MALLETS			TIMPANI	DRUM SET	ACCESS.
	Rudiments	Skills	Literature	Scales	Skills	Literature	Skills	Skills	Skills
4	-perform at =? 5-stroke roll, 9-stroke roll, flam, flam-tap, ruff, paradiddle -demonstrate a steady closed (multiple bounce) roll	-demonstrate proper grip -demonstrate full stroke, down stroke, up stroke and tap	-Breeze Easy 1 -Essential Elements 2000 1 -Accent on Achievement 1 -Ed Sueta 1 -Yamaha 1 -Haskel Harr 1 -Standard of Excellence 1	-perform 1 octave chromatic scale in duple meter -perform 3 memorized scales and arpeggios in pattern below at =88	-demonstrate proper grip, stroke and stroke placement -demonstrate proper roll technique -understand “play-by-feel” concept -range of b [♭] to b [♮]	-Breeze Easy 1 -Essential Elements 2000 1 -Accent on Achievement 1 -Ed Sueta 1 -Yamaha 1 -Haskel Harr 1 -Standard of Excellence 1	NA	NA	-perform appropriate strokes on crash cymbal, tambourine, triangle suspended cymbal and bass drum
5	-perform at =? 13-stroke roll, 17-stroke roll, flam paradiddle, lesson 25 -demonstrate steady closed (multiple bounce), open (double bounce), and single stroke roll	-demonstrate rim shot -understand open-closed-open roll as per NYSSMA level 3-4	-Breeze Easy 1/2 -Essential Elements 2000 2 -Accent on Achievement 2 -Ed Sueta 2 -Yamaha 2 -Haskel Harr 2 -Standard of Excellence 2	-perform 1 octave chromatic scale in duple and triple meter -perform 7 memorized scales and arpeggios in pattern below at =100	-demonstrate proper double-stop technique -expand “play-by-feel” performance technique -range g to c ²	-Breeze Easy 1/2 -Essential Elements 2000 2 -Accent on Achievement 2 -Ed Sueta 2 -Yamaha 2 -Haskel Harr 2 -Standard of Excellence 2	-demonstrate proper grip and stroke placement -recognize high/low drum -demonstrate long roll with cresc. and decrcs.	-perform basic rock and swing beat	-perform appropriate strokes on claves, woodblock, and tam-tam

**All level advancements are inherently cumulative

Suggested Student Percussion Equipment:

Grade 4-Stick Bag, 2B snare sticks, Bell set, Balter 10AB hard mallets

Grade 5-add Balter MB05-*medium hard*-mallets