

I N T R O	R E V I E W	A S S E S S	<h1>Fifth Grade Band</h1> <h2>Performance, History, Theory</h2>
			Performance
			REHEARSAL SKILLS
			<ul style="list-style-type: none"> ▪ Learn appropriate rehearsal skills necessary to succeed in a large group performing ensemble (materials and equipment in class; on time; ready to rehearse; positive, active participation; respectful of all group members, regardless of ability; prepare and mark music)
			<ul style="list-style-type: none"> ▪ Demonstrate good habits in terms of instrument care (assemble, clean and store instrument (and reeds) properly; use valve oil/slide oil when needed)
			<ul style="list-style-type: none"> ▪ Identify by name the different parts of instrument <ul style="list-style-type: none"> ○ Link to list of instrument parts here
			PRACTICE SKILLS
			<ul style="list-style-type: none"> ▪ Demonstrate awareness of individual practice skills (using a quiet room, music stand, proper posture, practice on a regular basis)
			<ul style="list-style-type: none"> ▪ Demonstrate problem-solving strategies (e.g. slow practice, isolate difficult spots, vary repetition)
			TONE
			<ul style="list-style-type: none"> ▪ Demonstrate correct posture <ul style="list-style-type: none"> ○ Link to list of characteristics of good posture here
			<ul style="list-style-type: none"> ▪ Demonstrate correct instrument position/carriage <ul style="list-style-type: none"> ○ Link to list of characteristics of correct instrument position/carriage here
			<ul style="list-style-type: none"> ▪ Demonstrate correct hand position/grip <ul style="list-style-type: none"> ○ Link to list of characteristics of correct hand position/grip here
			<ul style="list-style-type: none"> ▪ Demonstrate correct embouchure <ul style="list-style-type: none"> ○ Link to list of demonstrations of correct embouchure here
			<ul style="list-style-type: none"> ▪ Demonstrate correct air support <ul style="list-style-type: none"> ○ Link to list of demonstrations for correct air support here
			<ul style="list-style-type: none"> ▪ Identify instrument specific problems that would lead to poor tone (improper embouchure, air support, posture, instrument position, etc.)
			ARTICULATION
			<ul style="list-style-type: none"> ▪ Demonstrate basic tonguing technique <ul style="list-style-type: none"> ○ Link to list of demonstrations of correct tonguing here
			<ul style="list-style-type: none"> ▪ Demonstrate correct tongue position
			TECHNICAL FACILITY
			<ul style="list-style-type: none"> ▪ Demonstrate correct fingerings for notes the instrument uses at this Grade level

			EXPRESSION
			<ul style="list-style-type: none"> ▪ Perform melodic lines in two different dynamics levels: p and f ▪ Demonstrate proper phrasing by breathing at breath marks
			SIGHTREADING/MUSIC-READING
			<ul style="list-style-type: none"> ▪ Use a system for counting ▪ Apply solfege to melodies ▪ Identify note names on the staff (including ledger lines) used on the instrument at this grade level ▪ Identify fingerings for notes used on the instrument at this grade level ▪
			PERFORMANCE SKILLS
			<ul style="list-style-type: none"> ▪ Demonstrate appropriate concert behavior at school concerts
			History
			MAJOR WORKS and COMPOSERS
			<ul style="list-style-type: none"> ▪ Listen to the original works for which the students are playing arrangements
			Theory
			TERMS
			<ul style="list-style-type: none"> ▪ Correctly define the following terms: clef, note, rest, measure, bar line, staff, double bar, tie, slur, internal repeat, 1st & 2nd endings, fermata, solo, duet, divisi
			NOTATION
			<ul style="list-style-type: none"> ▪ Correctly identify note names on the staff, and relevant ledger lines ▪ Identify what the time signature is for a given melody and explain what the top and bottom numbers mean in 2/4, 3/4, and 4/4. (For example, the time signature is 4/4. The top number means there are four beats per measure, the bottom number means that a quarter note gets one beat.) ▪ Identify what a key signature is and how it affects the music. (For example, the key signature shows one sharp: f#. This means all the F's are played F sharp.)
			SYMBOLS
			<ul style="list-style-type: none"> ▪ Identify the following symbols: <ul style="list-style-type: none"> ○ Clef, note, rest ○ Measure, bar line, staff lines, double bar ○ Sharp sign, flat sign, natural sign ○ Tie, slur ○ Repeat sign, 1st & 2nd endings, fermata
			DYNAMICS
			<ul style="list-style-type: none"> ▪ Correctly define the following dynamics: piano and forte
			RHYTHM

			<ul style="list-style-type: none"> ▪ Perform melodic lines while maintaining steady pulse and tempo
			<ul style="list-style-type: none"> ▪ Correctly identify and count the following note and rest values: <ul style="list-style-type: none"> ○ Note and rest values: eighth, quarter, half, whole (including block rests) ○ Note values: dotted half
			<ul style="list-style-type: none"> ▪ Demonstrate a system for counting (for example, 1 2 3 4)
			<ul style="list-style-type: none"> ▪ Define the following time signatures: 4/4, 3/4, 2/4
			TEMPO
			<ul style="list-style-type: none"> ▪ Correctly define the following tempo markings <ul style="list-style-type: none"> ○ Andante, Moderato, Allegro, ritardando
			<ul style="list-style-type: none"> ▪ Correctly list the three tempos above from slowest to fastest
			SCALES
			<ul style="list-style-type: none"> ▪ Apply key signatures as they appear in the music
			<ul style="list-style-type: none"> ▪ Identify and play concert Bb
			FORM
			<ul style="list-style-type: none"> ▪ Define the following forms <ul style="list-style-type: none"> ○ Round, theme and variation
			EAR TRAINING
			<ul style="list-style-type: none"> ▪ Accurately sing solfege from do to sol and apply to melodies using stepwise motion