I N T R O	R E V I E W	A S S E S S	**Fifth Grade Orchestra**
			Performance, History, Theory

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			## Performance Skills
			### REHEARSAL SKILLS
			▪ 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)
			▪ Demonstrate good habits in terms of instrument care (assemble, clean and store instrument properly; tighten and loosen bow; use rosin properly)
			▪ Identify by name the different parts of instrument o Link to list of instrument parts here
			### PRACTICE SKILLS
			▪ Demonstrate awareness of individual practice skills (using a quiet room, practicing on a regular basis)
			▪ Demonstrate problem-solving strategies (e.g. slow practice, isolating difficult spots, varied repetition
			▪ proper posture (chair/standing)
			### TONE
			▪ Demonstrate correct posture o Link to list of characteristics of good posture here
			▪ Demonstrate correct instrument carriage o Link to list of characteristics of correct instrument carriage here
			▪ Demonstrate correct hand positions o Link to list of characteristics of good hand position here
			▪ Demonstrate ringing pizzicato o Link to demonstration of ringing pizzicato here
			▪ Demonstrate straight bowing o Link to demonstration of straight bowing here
			▪ Identify instrument specific problems that would lead to poor tone (crooked bowing, incorrect bow placement relative to the bridge, incorrect arm weight)
			### BALANCE/BLEND
			▪ Identify the melody line or moving line in a composition o For example, in a two-part piece, students would be able to identify that the low strings have the melody at measure 9
			### INTONATION

			▪ Demonstrate correct left hand finger placement and spacing
			▪ With teacher assistance, match unison pitches in the first position by adjusting hand/finger placement
			ARTICULATION
			▪ Perform notes with proper attacks and releases
			▪ Perform melodic lines using pizzicato, down bow, up bow, hooked bowing, ties, slurs
			▪ Perform melodic lines with staccato notes
			▪ Perform melodic lines with legato or full value notes
			TECHNICAL FACILITY
			▪ Demonstrate ability to perform the following one octave major scales: D, G, C
			▪ Demonstrate ability to perform the following one octave major arpeggios: D, G, C
			EXPRESSION
			▪ Perform melodic lines in two different dynamic levels: p and f
			▪ Play music with bow lifts
			MUSIC READING and SIGHTREADING
			▪ Identify note names on the staff (including relevant ledger lines) relevant to student's instrument
			▪ Identify note names that their fingers are playing on each string
			▪ Maintain steady pulse and tempo when reading music
			▪ Use a system for counting to decipher rhythms
			▪ Correctly interpret and perform the following o Note values: eighth, quarter, half, whole, dotted half o Rest values: quarter, half whole
			PERFORMANCE SKILLS
			▪ Demonstrate appropriate concert behavior at school concerts
			# HISTORY
			Major Works and Composers
			▪ Listen to the original works for which the students are playing arrangements
			# THEORY
			TERMS
			▪ Correctly identify note names on the staff, and relevant ledger lines
			▪ Identify what time signature is for a given melody and explain what the top and bottom numbers mean. (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 the following time signatures: o 4/4, 3/4, 2/4

			▪ Identify that a time signature of "C" means common time, or 4/4
			▪ Identify what a key signature is and how it affects the music. (For example, the key signature shows on sharp: F#. This means all the F's are played F sharp.)
			▪ Identify how sharps or naturals marked on and individual note raise or lower the pitch by half-step and last until the end of a measure
		Symbols	

			▪ Identify the following symbols:
			   ◦ Clef, note, rest
			   ◦ Sharp sign, natural sign
			   ◦ Repeat sign, 1st & 2nd endings, fermata
			   ◦ Arco, pizzicato, down bow, up bow, bow lift, staccato, tie, slur, hooked bow

		Dynamics	
			▪ Correctly define the following dynamics: ◦ Piano and forte
		Rhythm	

			▪ Correctly identify and count the following note and rest values:
			   ◦ Note values: eighth, quarter, half, whole, dotted half
			   ◦ Rest values: quarter, half, whole

		Tempo	
			▪ Correctly define the following tempo markings: ◦ Andante, Moderato, Allegro, Ritardando
			▪ Correctly list the three tempos above from slowest to fastest
		Scales	
			▪ Correctly identify the pattern of whole steps and half steps that creates a major scale
			▪ Identify arpeggio patterns
			▪ Identify key signatures the following key signatures: ◦ D Major, G Major, C Major
		Form	
			▪ Define the following forms: ◦ ABA, round, theme and variation
		Harmony	
			▪ Define Harmony
		Ear Training	
			▪ Accurately sing solfege from do to sol and apply to melodies using stepwise motion