

8th GRADE ORCHESTRA

8th grade Orchestra is offered to all students who have completed Fairfield Orchestra Skill Level IV. Instruction emphasizes instrumental techniques, ensemble rehearsal and performance techniques, and music reading. All orchestra students will receive a small group homogenous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the orchestra director or FPS music teacher specializing in orchestra. Recommended lesson size is no more than 6 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. 8th grade orchestra is a full year class that meets three times per week. Students electing Orchestra/Chorus will rehearse once per week in Chorus, and twice per week with an Orchestra class.

Course Overview

All students in the Fairfield Orchestra Program progress through an Ensemble Sequence and instrument specific Skill Levels.

Fairfield's Orchestra Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
4 th Grade Orchestra	I	Novice
5 th Grade Orchestra	II	Novice
6 th Grade Orchestra	III	Intermediate
7 th Grade Orchestra	IV	Intermediate
8th Grade Orchestra	V	Proficient
Concert Orchestra	VI	Accomplished
Symphonic Orchestra	VII	Advanced
Chamber Orchestra	*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 to other subjects, settings and **connects** to promote and enhance lifelong learning.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette.

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>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>Small Group Lesson Goals</p> <p>I. Students will complete Skill Level V by the end of their 8th 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"> • Synthesize and relate knowledge and personal experiences to make art. • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
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<p><u>Summary Ensemble Skill Objectives</u> Used in all Summary Objectives for all students regardless of instrument</p> <p>Level V</p> <ul style="list-style-type: none"> Students will enumerate and perform eighth and sixteenth notes and rests, sixteenth/eighth note patterns, dotted eighth-sixteenth, eighth note triplets, and syncopation in simple meter, whole, half, quarter, eighth and dotted notes/rests in compound meter. Students will play and read 6/8 time signature. Students assimilate the following terms and symbols into their vocabulary and performances: piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, treble clef, bass clef, alto clef, berlin, measure, repeat sign, double bar line, key signature, bow lift, up bow, down bow, tie, slur, staccato, plucking, bowing, hooked bow, double stops, detached pizzicato Common time, sharp, flat, natural, fermata, unison, divisi, fortissimo, diminuendo, accent, ritardando, tempo, a tempo, allegro, andante, moderato, coda, D.C. al fine, D.C. al coda, 1st and 2nd endings, D.S., tone, legato, arco, detache, marteale, intonation, caesura, pianissimo, adagio, cantabile, interval, maestoso, dolce, arpeggio, spiccato, vibrato, tremolo, balance point, presto, portato Students can identify and/or perform the following terms and symbols: solo, soli, tutti, largo, trill, grace note, glissando, allegro moderato, meno mosso, piu mosso, sfzando, marcato, grand marteale, retake, 1 measure repeat sign 	<p><u>Summary Small Group Lesson Skill Objectives</u></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 V. 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 Concerts) End of the Year assessment <p>Small Group Lesson Assessments:</p> <ul style="list-style-type: none"> End of Year Playing Assessment Skill Level V Individual checklist
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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

Repertoire

Student composed melodic phrase

Tasks

Small Group Lesson

- Students will create an original eight measure composition in 6/8, key of C major, that ends on C, uses a variety of note and rest values, in a one octave range that includes steps, skips, and repeated notes
- Students will evaluate their composition for proper use of notes, note values and movement of melodic line and will refine their work as needed.

Assessment

Small Group Lesson

- Composition Rubric
- Peer Assessment
- Self Assessment checklist

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 orchestral arrangements representing a variety of genres that include Fairfield's Skill Level V objectives. Romantic and Contemporary music are the focus genres 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 V objectives.

Tasks

Ensemble

Students will:

- Perform A, F, Bb major as well as D, A minor and chromatic Scales
- Rehearse as a full ensemble and perform orchestral literature demonstrating appropriate tempi, dynamics, balance and blend while following a conductor's non-verbal directions.
- Analyze, interpret, rehearse, evaluate, refine and present pitches, rhythms, dynamics, and articulations
- Evaluate & Refine ensemble intonation.
- Present orchestral literature in grade level concerts that includes but is not limited to Romantic and Contemporary music, and a piece in 6/8 time with characteristic tone and attention to intonation.

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, major and minor 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 V Checklist

	<p>Small Group Lesson</p> <p>Students will individually perform designated lesson material in accordance with Fairfield Skill Level V with characteristic tone 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, Interpret, Evaluate

<u>Repertoire</u>	<u>Tasks</u>	<u>Assessment</u>
<p>Ensemble Students will perform grade level appropriate orchestral arrangements representing a variety of genres that include Fairfield's Skill Level V objectives. Romantic and Contemporary music are the focus genres and 6/8 time signature is the focus meter.</p> <p>Small Group Lesson Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level V objectives.</p>	<p>Ensemble Students will:</p> <ul style="list-style-type: none">• 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 bottom number and its 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 performance• Apply evaluation criteria to their personal participation in rehearsals and curricular concerts• Identify and play enharmonics.	<p>Ensemble</p> <ul style="list-style-type: none">• Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals• Written evaluation of winter and spring concerts• Written End of Year Assessment <p>Small Group Lesson</p> <ul style="list-style-type: none">• Individual improvement on targeted instrumental techniques• Group discussion of problem solving strategies during at home practice

	<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

Repertoire

Using orchestra literature aligned with Fairfield Skill Level V, students will study and perform a variety of styles of repertoire with in-depth study on focus genres: Romantic and Contemporary music.

Tasks

Students will:

- Study and analyze key characteristics of focus genres
- Compare and contrast characteristics of the varying musical genres in current orchestra repertoire

Assessment

- Answering focus questions for each repertoire genre.

Romantic

- What are three defining characteristics of music from the Romantic period? (emphasis of feelings and intensity of emotion, greater freedom from form, extreme dynamic contrasts)
- How does the use of the bow differ in Romantic orchestral music from Classical and Baroque? (greater variation of bow speed, weight and placement)
- How does tonality broaden in the Romantic period? (increased use of minor keys and chromaticism)

Contemporary

- How does the relationship between parts change in Contemporary music? (all voices sharing equal importance)
- How does the complexity of rhythm and meter increase in Contemporary music? (greater use of syncopation, frequent meter and tempo changes are more common).

Fairfield Public Schools
Assessment Pack
Grade 8 Orchestra

8th Grade Melodic Composition

VIOLIN

Name: _____ Date: _____ Class: _____

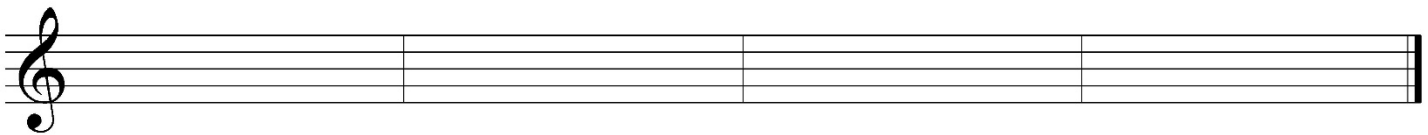
Melodic Composition in C Major

- 1) Think of an eight-measure melody in 6/8 time signature.
- 2) When you have created an eight-measure melody that you like, notate it.
- 3) If you need space to practice this, use the staff paper on the back.

Requirements

- 1) Use six beats in each measure.
- 2) Use a variety of note and rest values.
- 3) Use most of the pitches of the C Major Scale and stay in a one-octave range.
- 4) In your melody, notes can repeat, move by step, or skip.
- 5) End on C.

You may find it easier to create a good-sounding melody by first playing a melody and then notating it.



Composition Checklist

- _____ Composed eight measures in 6/8.
- _____ Used most pitches of the C Major scale
- _____ Stayed in a one-octave range
- _____ Used steps, skips and repeated notes
- _____ Used six beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on C.

Possible Pitches

C D E F G A B C

Possible Note Values

Eighth Quarter
Dotted Quarter

8th Grade Melodic Composition

VIOLA

Name: _____ Date: _____ Class: _____

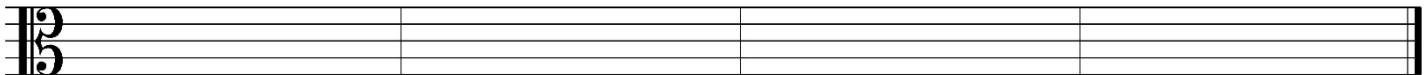
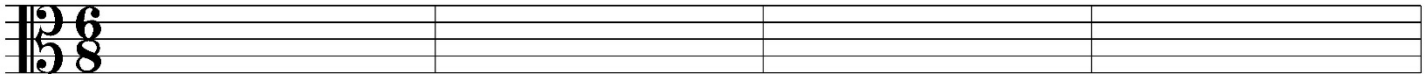
Melodic Composition in C Major

- 1) Think of an eight-measure melody in 6/8 time signature.
- 2) When you have created an eight-measure melody that you like, notate it.
- 3) If you need space to practice this, use the staff paper on the back.

Requirements

- 1) Use six beats in each measure.
- 2) Use a variety of note and rest values.
- 3) Use most of the pitches of the C Major Scale and stay in a one-octave range.
- 4) In your melody, notes can repeat, move by step, or skip.
- 5) End on C.

You may find it easier to create a good-sounding melody by first playing a melody and then notating it.



Composition Checklist

- _____ Composed eight measures in 6/8.
- _____ Used most pitches of the C Major scale
- _____ Stayed in a one-octave range
- _____ Used steps, skips and repeated notes
- _____ Used six beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on C.

Possible Pitches

C D E F G A B C

Possible Note Values

Eighth Quarter
Dotted Quarter

8th Grade Melodic Composition

CELLO/BASS

Name: _____ Date: _____ Class: _____

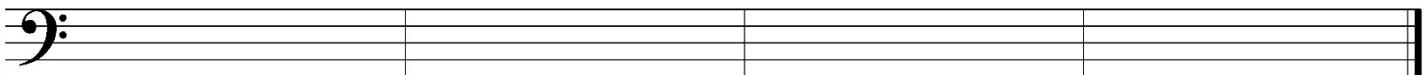
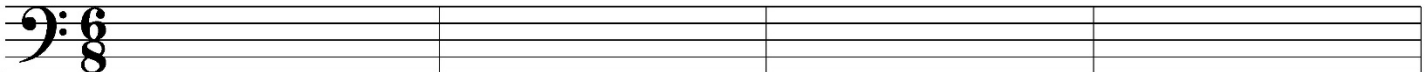
Melodic Composition in C Major

- 1) Think of an eight-measure melody in 6/8 time signature.
- 2) When you have created an eight-measure melody that you like, notate it.
- 3) If you need space to practice this, use the staff paper on the back.

Requirements

- 1) Use six beats in each measure.
- 2) Use a variety of note and rest values.
- 3) Use most of the pitches of the C Major Scale and stay in a one-octave range.
- 4) In your melody, notes can repeat, move by step, or skip.
- 5) End on C.

You may find it easier to create a good-sounding melody by first playing a melody and then notating it.



Composition Checklist

- _____ Composed eight measures in 6/8.
- _____ Used most pitches of the C Major scale
- _____ Stayed in a one-octave range
- _____ Used steps, skips and repeated notes
- _____ Used six beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on C.

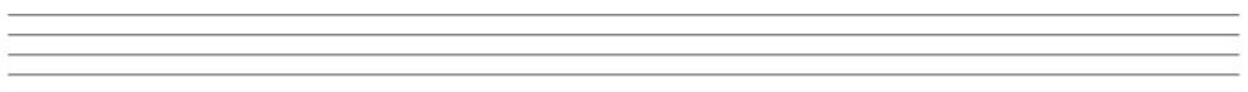
Possible Pitches

C D E F G A B C

Possible Note Values

Eighth Quarter
Dotted Quarter

Use this space to practice writing your composition. When you have created a good melody, copy it to the front.



Name _____ Date _____

8th Grade Peer Evaluation of Melodic Composition

Yes No Are most of the pitches of the C Major Scale used?

Yes No Does each measure have 6 beats?

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

Yes No Does the melody contain steps, skips and repeated notes

Yes No Does the composition end on C?

Name _____ Date _____

8th Grade Peer Evaluation of Melodic Composition

Yes No Are most of the pitches of the C Major Scale used?

Yes No Does each measure have 6 beats?

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

Yes No Does the melody contain steps, skips and repeated notes

Yes No Does the composition end on C?

Name _____ Date _____

8th Grade Peer Evaluation of Melodic Composition

Yes No Are most of the pitches of the C Major Scale used?

Yes No Does each measure have 6 beats?

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

Yes No Does the melody contain steps, skips and repeated notes

Yes No Does the composition end on C?

Composition Rubric Grade 8

Name: _____

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 8 measures.	10		
The composition is in the correct key with the correct key signature.	10		
The composition contains 6 beats per measure.	10		
The composition uses most of the notes from the C major scale.	40		
The composition uses a variety of rhythms.	30		

Concert Evaluation

Name: _____ **Date:** _____

What did you think was the orchestra's strongest piece and why?

In which piece(s) did you hear room for improvement? What specific improvements could be made?

Which expressive string techniques were particularly effective in the concert? (*Articulation, bowing, etc.*) In which piece(s) can you hear them?

Which expressive string techniques could have been used more effectively?

How do you think the behavior and presentation of the group was overall? How do you think that affects the performance?

Overall, how do you think the orchestra performed? Why?

What is/are your personal goal(s) for improvement as a contributor to the orchestra? How do you plan to achieve it/them?

8th Grade
Genre Focus Questions: Romantic

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

1. What are three defining characteristics of music from the Romantic period?
2. How does the use of the bow differ in Romantic orchestral music from Classical and Baroque?
3. How does the relationship between parts change in Contemporary music?

8th Grade

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

1. How does the relationship between parts change in Contemporary music?
2. How does the complexity of rhythm and meter increase in Contemporary music?

8th Grade Strings
Performance Assessment – Spring
 Music Department
 Fairfield Public Schools

Student Name _____ Date _____

Instrument _____

Rubric

4	Exemplary	Performance consistently correct
3	Acceptable	Performance usually correct
2	Deficient	Performance occasionally correct
1	Unacceptable	Performance consistently incorrect

Essential Technique for Strings Novice Piece 1: p. 8, #41 Piece 2: p. 8, #42 Proficient Piece 1: p. 11, #61 Piece 2: p. 11, #62 Advanced Piece 1: p. 21, #110 Piece 2: p. 25, #122		Piece 1	Piece 2
Note Accuracy			
Intonation			
Consistency of Pulse			
Rhythmic Accuracy			
Tone Quality			
Musical Expression			
Totals:			

Overall Rating

Piece 1 (max. possible = 24):	
Piece 2 (max. possible = 24):	
Overall Score (max. possible = 48):	

Comments:

ORCHESTRA SKILL LEVEL V Grade 8

A. Tone Quality

1. Continues to refine tone production while varying bow weight, bow speed and bow placement
3. Performs pianissimo, mezzo piano, mezzo forte, fortissimo, sforzando, and other dynamic markings
4. Performs with basic vibrato motion

B. Bowing

1. Demonstrates tremolo
2. Demonstrates up-bow retake at the balance point

C. Rhythm and Time Signatures

1. Rhythmic Patterns



2. Time Signatures: 4/4, 3/4, 2/4, 2/2, 6/8

D. Scales

	Violin	Viola	Cello	Bass
A MA	2 octaves	1 octave	1 octave	1 octave
F MA	1 octaves	2 octaves	2 octaves	2 octaves
B \flat MA	1 octave	1 octave	1 octave	1 octave
d mi	2 octaves	2 octaves	2 octaves	2 octaves
a mi	2 octaves	1 octave	2 octaves	1 octave
Chromatic	G (2 oct.)	C (2 oct.)	C (2 oct.)	E (2 oct.)

D. Finger Patterns

	Violin	Viola	Cello	Bass
Finger Patterns	0 1 2 3 4 01 2 3 4 01 2 3 4	0 1 2 3 4 01 2 3 4 01 2 3 4	Forward ext. (0 1 2 4)	Reinforce

E. Positions

1. Demonstrate basic shifting motion from:
 - a) an open string to positions outlined below
 - b) 1st position to positions outlined below
2. Introduce and begin work in the following positions:
 - a) violin/viola II - continue working in III
 - b) cello $\frac{1}{2}$, II, II $\frac{1}{2}$, III, III $\frac{1}{2}$ - continue working in IV and on open/extended positions
 - c) bass IV - continue working in $\frac{1}{2}$, II, III

F. Solo Performance

Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

VIOLIN

SKILL LEVEL 5 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 5:

Student successfully:

- ☐ Continues to refine tone production while varying bow weight, bow speed and bow placement
- ☐ Performs pianissimo, mezzo piano, mezzo forte, fortissimo, sforzando and other dynamic markings
- ☐ Performs basic vibrato motion
- ☐ Demonstrates tremolo
- ☐ Demonstrates up-bow retake at the balance point

Read and play music which includes the following:

- ☐ Note values and corresponding rests:



- ☐ Rhythmic patterns:



- ☐ Time Signatures: 4/4, 3/4, 2/4, 2/2, 6/8

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- ☐ A Major, 2 octaves
- ☐ F Major, 1 octave
- ☐ Bb Major, 1 octave
- ☐ D minor, 2 octaves
- ☐ A minor, 2 octaves

Student can successfully:

- ☐ Demonstrate basic shifting motion
- ☐ Demonstrate accurate use of II position
- ☐ Demonstrate accurate use of III position

Solo Performance:

- ☐ Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 5: Yes No

Teacher Signature: _____

Date: _____

VIOLA

SKILL LEVEL 5 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 5:

Student successfully:

- ☐ Continues to refine tone production while varying bow weight, bow speed and bow placement
- ☐ Performs pianissimo, mezzo piano, mezzo forte, fortissimo, sforzando and other dynamic markings
- ☐ Performs basic vibrato motion
- ☐ Demonstrates tremolo
- ☐ Demonstrates up-bow retake at the balance point

Read and play music which includes the following:

- ☐ Note values and corresponding rests:



- ☐ Rhythmic patterns:



- ☐ Time Signatures: 4/4, 3/4, 2/4, 2/2, 6/8

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- ☐ A Major, 1 octave
- ☐ F Major, 2 octaves
- ☐ Bb Major, 1 octave
- ☐ D minor, 2 octaves
- ☐ A minor, 1 octave

Student can successfully:

- ☐ Demonstrate basic shifting motion
- ☐ Demonstrate accurate use of II position
- ☐ Demonstrate accurate use of III position

Solo Performance:

- ☐ Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 5: Yes No

Teacher Signature: _____

Date: _____

CELLO

SKILL LEVEL 5 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 5:

Student successfully:

- ☐ Continues to refine tone production while varying bow weight, bow speed and bow placement
- ☐ Performs pianissimo, mezzo piano, mezzo forte, fortissimo, sforzando and other dynamic markings
- ☐ Performs basic vibrato motion
- ☐ Demonstrates tremolo
- ☐ Demonstrates up-bow retake at the balance point

Read and play music which includes the following:

- ☐ Note values and corresponding rests:



- ☐ Rhythmic patterns:



- ☐ Time Signatures: 4/4, 3/4, 2/4, 2/2, 6/8

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- ☐ A Major, 1 octave
- ☐ F Major, 2 octaves
- ☐ Bb Major, 1 octave
- ☐ D minor, 2 octaves
- ☐ A minor, 2 octaves

Student can successfully:

- ☐ Demonstrate basic shifting motion
- ☐ Demonstrate accurate use of 1/2 position
- ☐ Demonstrate accurate use of II position
- ☐ Demonstrate accurate use of II 1/2 position
- ☐ Demonstrate accurate use of III position
- ☐ Demonstrate accurate use of III 1/2 position
- ☐ Demonstrate accurate use of IV position

Solo Performance:

- ☐ Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 5: Yes No

Teacher Signature: _____

Date: _____

BASS

SKILL LEVEL 5 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 5:

Student successfully:

- ☐ Continues to refine tone production while varying bow weight, bow speed and bow placement
- ☐ Performs pianissimo, mezzo piano, mezzo forte, fortissimo, sforzando and other dynamic markings
- ☐ Performs basic vibrato motion
- ☐ Demonstrates tremolo
- ☐ Demonstrates up-bow retake at the balance point

Read and play music which includes the following:

- ☐ Note values and corresponding rests:



- ☐ Rhythmic patterns:



- ☐ Time Signatures: 4/4, 3/4, 2/4, 2/2, 6/8

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- ☐ A Major, 1 octave
- ☐ F Major, 2 octaves
- ☐ Bb Major, 1 octave
- ☐ D minor, 2 octaves
- ☐ A minor, 1 octave

Student can successfully:

- ☐ Demonstrate accurate use of IV position
- ☐ Demonstrate accurate use of 1/2 position
- ☐ Demonstrate accurate use of II position
- ☐ Demonstrate accurate use of III position

Solo Performance:

- ☐ Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 5: Yes No

Teacher Signature: _____


Date: _____

8th Grade Orchestra

End of Year Assessment

Name: _____

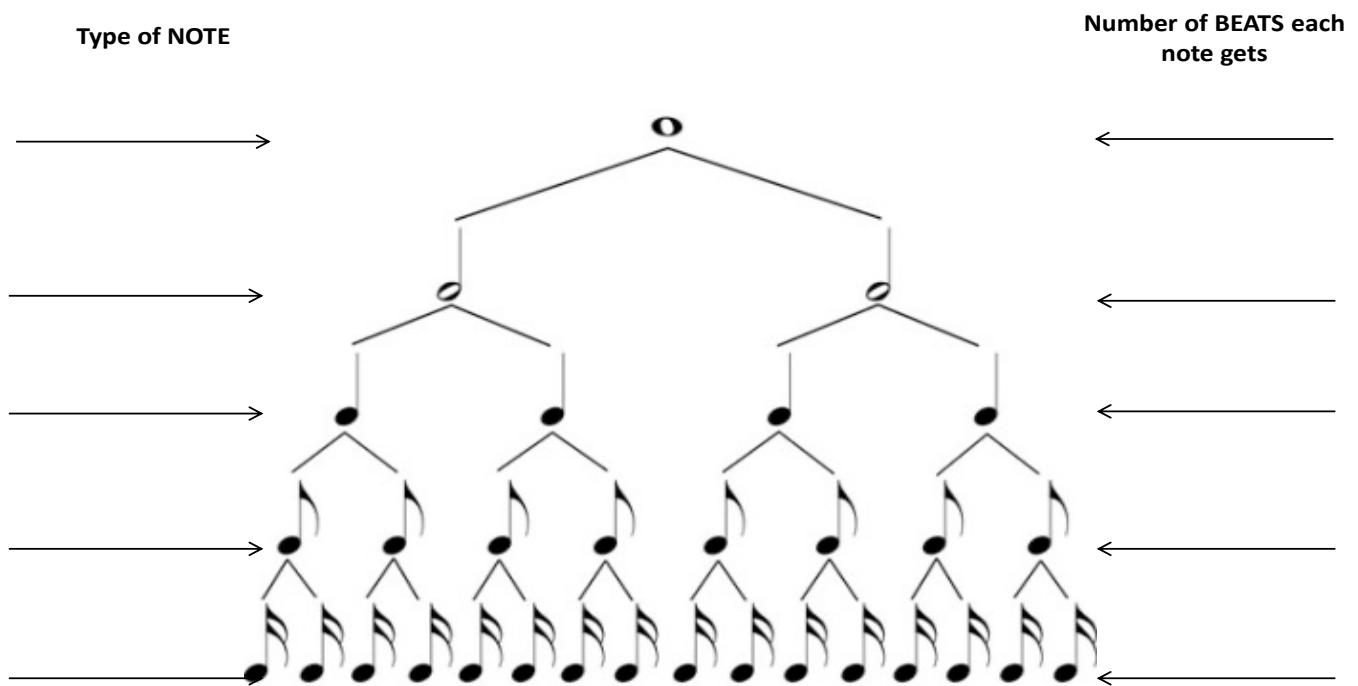
Vocabulary Matching

- | | |
|------------------------|--|
| _____ adagio | A. majestic and stately |
| _____ allegro moderato | B. lift the bow from the string, travel, then start again in the same direction |
| _____ andante | C. a bow stroke that starts with a sharp accent followed by a quick release using the entire length of the bow |
| _____ maestoso | D. At a slow tempo |
| _____ meno mosso | E. Rapid alternation between the given note and the note above it in the key signature |
| _____ piu mosso | F. directive for the soloist to perform the passage of a composition along with an entire section of an ensemble |
| _____ presto | G. a single pitch played repeatedly and rapidly |
| _____ diminuendo | H. Point on the bow where the weight is equally distributed |
| _____ sforzando | I. notes that are the same in pitch bearing a different name |
| _____ measure repeat | J. a continuous slide upward or downward between two notes |
| _____ balance point | K. one member of the section performs alone |
| _____ marcato | L. very slowly |
| _____ tremolo | M. gradually getting softer |
| _____ trill | N. suddenly loud, with emphasis |
| _____ spiccato | O.  |
| _____ Grand martele | P. moderately fast |
| _____ retake | Q. marked, accented bowing |
| _____ enharmonic | R. at a rapid tempo |
| _____ largo | S. faster |
| _____ Glissando | T. Walking tempo |
| _____ Grace note | U. a short, off the string bow stroke |
| _____ Solo | V. less motion |
| _____ Soli | W. to be played by the whole orchestra |
| _____ Tutti | X. an extra note added as an embellishment and not essential to the harmony or melody |

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.



Enumerate the examples below. Write the counts below the notes.

6/8

4/4

3/4

4/4

Term Identification

Match each of the musical symbols with the correct musical terms below

The musical score consists of three staves. The first staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. It contains a whole note, a quarter rest, a quarter note, a double bar line with repeat dots, a half note with an accent, a half note with a staccato mark, a half note with a slur, and a half note with a slur. Dynamics include *p* (piano) and *f* (forte). The second staff is in alto clef with a key signature of two sharps and a 3/4 time signature. It contains a whole note, a whole rest, a double bar line with repeat dots, a half note, and a half note. Dynamics include *mf* (mezzo-forte) and *pp* (pianissimo). The third staff is in bass clef with a key signature of two sharps and a 4/4 time signature. It contains a whole note, a half note, a half note with a fermata, a half note with a slur, a half note with a slur, a half note with a slur, a half note with a slur, and a half note with a slur. Dynamics include *ff* (fortissimo) and *mp* (mezzo-piano). Numbered arrows point to the following symbols:

- 1: Treble clef
- 2: Key signature (F#)
- 3: Time signature (4/4)
- 4: *p* (piano)
- 5: Quarter rest
- 6: Double bar line with repeat dots
- 7: Accent mark
- 8: *f* (forte)
- 9: Half note with staccato mark
- 10: Slur
- 11: Slur
- 12: Slur
- 13: Alto clef
- 14: Key signature (F#)
- 15: *mf* (mezzo-forte)
- 16: First ending bracket
- 17: *pp* (pianissimo)
- 18: Bass clef
- 19: Slur
- 20: *ff* (fortissimo)
- 21: *ff* (fortissimo)
- 22: Slur
- 23: Fermata
- 24: *mp* (mezzo-piano)
- 25: Slur
- 26: Double bar line
- 27: C-clef
- 28: Sharp sign
- 29: Sharp sign
- 30: Sharp sign

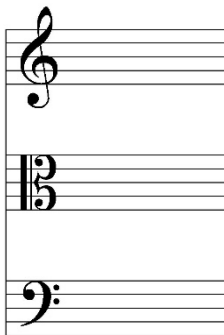
- ___ flat
- ___ pianissimo; very soft
- ___ whole measure
- ___ staccato
- ___ alto clef
- ___ barline
- ___ tie
- ___ bass clef
- ___ fortissimo; very loud
- ___ slur
- ___ key signature
- ___ fermata
- ___ down bow symbol
- ___ treble clef
- ___ mezzo-forte; moderately loud

- ___ repeat sign
- ___ common time
- ___ double barline
- ___ bowed tremolo
- ___ time signature
- ___ accent mark
- ___ first ending
- ___ mezzo-piano, moderately soft
- ___ natural
- ___ crescendo
- ___ up bow symbol
- ___ piano; soft
- ___ decrescendo or diminuendo
- ___ forte; loud

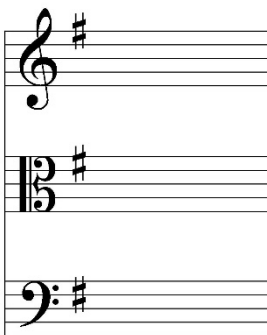
Key Signatures

Identify the following key signatures in the space provided beside each example:

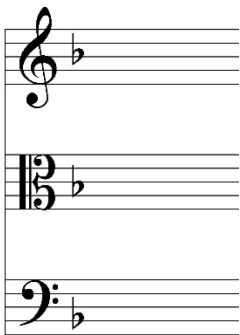
Major



Major



Major



Major



Major

