
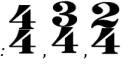


East Stroudsburg Area School District Instrumental Music  
Saxophone

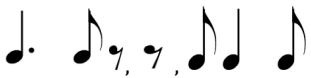
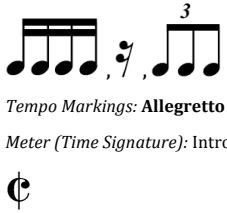
Instrument Specific Performance Outcomes

SKILL	Mechanics (Basic Skills for Wind Players)	Rhythm Concepts	Tonal Concepts	Equipment
	Body Posture Embouchure Breathing Articulation Tone Production Hand/Finger Position Instrument Carriage Fingerings/Slide positions for learned notes/pitches Range Phrasing Dynamics	Reading and Notating Rhythms Notes and Rests Tempo Markings Meter (Time Signature)	Tonal Nomenclature Reading and notating Pitches Staves Clefs Accidentals Key Signature Circle Of Fourths Scales Intonation Tonality	Instrument Care Mouthpieces Instrument Parts Assembly/Disassembly Rest Position Reed Care/Supply Stick Supply Valve Oil Cleaning Accessories/Materials Instrument Recognition
GRADE 4  YEAR 1	Instruction of Saxophone is not available in Year 1.	<p><i>Notes and Rests:</i> Whole, Half, and Quarter notes and rests, dotted half notes and eighth notes (repeating and changing):</p>  <p><i>Tempo Markings:</i> <b>Allegro, Moderato, Andante</b></p>  <p><i>Meter (Time Signature):</i> <b>4/4, 3/4, 2/4</b></p>		

# East Stroudsburg Area School District Instrumental Music




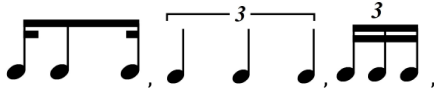

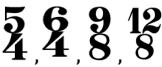
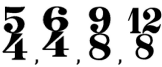
## Saxophone

# Instrument Specific Performance Outcomes

<p>GRADE 5</p> <p>YEAR 2</p>	<ul style="list-style-type: none"> <li>• <i>Body Posture:</i> Sit on edge of chair, feet flat on the floor, straight back, relaxed shoulders, head up.</li> <li>• <i>Embouchure:</i> Bottom lip cover bottom teeth with half of lip showing, top teeth anchored on top third of mouthpiece, firm lips-using even pressure from all sides (like a rubber band around the mouthpiece), with flat chin, no puffy cheeks.</li> <li>• <i>Breathing:</i> Diaphragmatic breathing, inhale through corners of mouth.</li> <li>• <i>Articulation:</i> Identify and demonstrate slurs, legato ("du") and staccato ("tu") styles of tonguing, and Accents.</li> <li>• <i>Tone Production:</i> On mouthpiece with neck and full instrument, supported fully with good breath support, embouchure, and correct execution of articulation.</li> <li>• <i>Hand/Finger Position:</i> Fingers are curved above the keys, Right hand thumb under thumb rest between nail and first knuckle, left hand thumb positioned between 12 and 3 o'clock to enable "roll" to octave key (no sliding thumb from thumb rest to octave key).</li> <li>• <i>Instrument Carriage:</i> Arms are relaxed with elbows away from body, instrument angled so that the bell of the instrument falls between the hip and the knee, straight wrists, body/bell of the instrument is on the student's right side, neck strap is properly adjusted to enable proper instrument carriage and posture.</li> <li>• <i>Written Range:</i> D4 – A5</li> <li>• <i>Phrasing:</i> 4 measure phrases</li> <li>• <i>Dynamics:</i> <i>p, mp, mf, f, Crescendo, Decrescendo (Diminuendo)</i></li> </ul>	<p>Reinforcement of above skills in addition to the following:</p> <p><i>Notes and Rests:</i> Dotted quarter note, single eighth note, eighth rest, syncopation:</p>  <p><i>Tempo Markings:</i> <b>Vivace, Largo</b></p> <p><i>Meter (Time Signature):</i></p>	<p><i>Scales:</i> G, F Major <sup>(1 octave)</sup></p> <p><i>Circle of Fourths:</i> Beginners Row (7 note introduction to the <i>Circle of Fourths</i>)</p>	<p>Instrument Care</p> <p>Instrument Parts:</p> <ul style="list-style-type: none"> <li>• <i>Mouthpiece</i></li> <li>• <i>Ligature</i></li> <li>• <i>Reed</i></li> <li>• <i>Neck</i></li> <li>• <i>Neck Screw</i></li> <li>• <i>Body</i></li> <li>• <i>Keys</i></li> <li>• <i>Bell</i></li> <li>• <i>Neck Strap</i></li> </ul> <p>Assembly/Disassembly</p> <p>Rest Position</p> <p>Cleaning</p> <p>Accessories/Materials</p> <p>Instrument Recognition</p>
<p>GRADE 6</p> <p>YEAR 3</p>	<p>Reinforcement and refinement of above skills in addition to the following:</p> <p><i>Instrument Carriage:</i> when size of student allows, the alto saxophone may be positioned in front of the student (bell between the legs).</p> <p><i>Written Range:</i> C4 – C5</p> <p><i>Phrasing:</i> 4 measure phrases</p> <p><i>Dynamics:</i> <i>pp, ff</i></p>	<p>Reinforcement of above skills in addition to the following:</p> <p><i>Notes and Rests:</i> Sixteenth notes and rests, single eighth note triplets:</p>  <p><i>Tempo Markings:</i> <b>Allegretto</b></p> <p><i>Meter (Time Signature):</i> Introduction to Cut Time:</p>	<p>Reinforcement and refinement of above skills in addition to the following:</p> <p><i>Scales:</i></p> <p>Chromatic Scale <sup>(1 octave)</sup></p> <p>Major: C, D <sup>(2 octaves)</sup></p> <p><i>Circle of Fourths:</i> All</p>	<p>Reinforcement of Above</p>

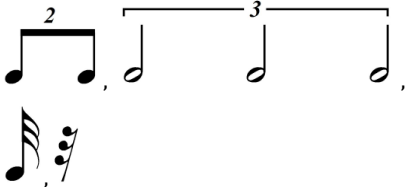
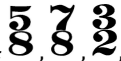
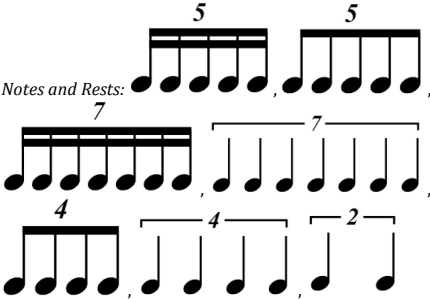
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Saxophone

Instrument Specific Performance Outcomes

<p>GRADE 7  YEAR 4</p>	<p>Reinforcement and refinement of above skills in addition to the following: <i>Articulation:</i> Marcato <i>Written Range:</i> B flat 3 – D5 <i>Dynamics:</i> <i>fp</i>, <i>sfz</i></p>	<p>Reinforcement of above skills in addition to the following: <i>Notes and Rests:</i> Simple combination of sixteenth and eighth notes:  Introduction to compound meter <i>Tempo Markings:</i>  <i>Meter (Time Signature):</i> , continuation of Cut Time</p>	<p>Reinforcement and refinement of above skills in addition to the following: <i>Scales:</i> Chromatic Scale: G (1 octave) Major : B<sup>b</sup>, D (2 octaves) Minor Scales: As needed for performance. Modal Scales: As needed for performance. • Dorian • Phrygian • Lydian • Mixolydian • Aeolian • Locrian • Ionian</p>	<p>Reinforcement of Above</p>
<p>GRADE 8  YEAR 5</p>	<p>Reinforcement and refinement of above skills in addition to the following: <i>Written Range:</i> B flat 3 – E flat 5 <i>Dynamics:</i> <i>ppp</i>, <i>fff</i></p>	<p>Reinforcement of above skills in addition to the following: <i>Notes and Rests:</i> Complex combination of sixteenth and eighth notes, Compound meter rhythms, Quarter Note Triplets, 16<sup>th</sup> note triplets:   <i>Tempo Markings:</i>  <i>Meter (Time Signature):</i> </p>	<p>Reinforcement and refinement of above skills in addition to the following: <i>Scales:</i> Chromatic Scale/ Chromatic fingerings Major : B<sup>b</sup>, E<sup>b</sup> (2 Octaves) Minor Scales: As needed for performance. Modal Scales: As needed for performance.</p>	<p>Reinforcement of Above</p>

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Instrument Specific Performance Outcomes

<p>GRADE 9</p> <p>YEAR 6</p>	<p>Reinforcement and refinement of above skills in addition to the following:</p> <p><i>Written Range:</i> B flat 3 – E5</p> <p><i>Fingerings for learned notes/pitches:</i> Alternate/Chromatic fingerings:</p> <p>Forked F#, Bis Key B flat, Side C, alternate high E and F</p>	<p>Reinforcement of above skills in addition to the following:</p> <p><i>Notes and Rests:</i> Half Note Triplets, Dot all rhythmic values, Double dotted rhythmic values, various triplets, poly rhythms, duple eighths in compound meter,</p> <p>32<sup>nd</sup> notes:</p>  <p><i>Tempo Markings:</i> <b>Larghetto, Presto, Adagio</b></p>  <p><i>Meter (Time Signature):</i> <b>5/8, 7/8, 3/2</b>, all other meters as needed</p>	<p>Reinforcement and refinement of above skills in addition to the following:</p> <p><i>Scales:</i></p> <p>Major : E, C<sup>#</sup>/D<sup>b</sup> (2 Octaves)</p> <p>A, B, F<sup>#</sup>/G<sup>b</sup>, A<sup>b</sup>, G (1 Octave)</p> <p>Chromatic Scale/ Chromatic fingerings</p> <p>Minor Scales: As needed for performance.</p> <p>Modal Scales: As needed for performance.</p>	<p>Reinforcement of Above</p>
<p>GRADE 10</p> <p>YEAR 7</p>	<p>Reinforcement and refinement of above skills in addition to the following:</p> <p><i>Written Range:</i> B flat 3 – F5</p>	<p>Reinforcement of above skills in addition to the following:</p>  <p><i>Notes and Rests:</i></p>	<p>Reinforcement and refinement of above skills in addition to the following:</p> <p><i>Scales:</i></p> <p>Chromatic Scale: Full Range of instrument with correct chromatic fingerings)</p> <p>Major Scales: C, G, D, A, E, B, F<sup>#</sup>/G<sup>b</sup>, C<sup>#</sup>/D<sup>b</sup>, A<sup>b</sup>, E<sup>b</sup>, B<sup>b</sup>, F</p> <p>Relative Natural Minor Scales</p> <p>Relative Harmonic Minor Scales</p> <p>Relative Melodic Minor Scales</p> <p><i>Modal Scales:</i> Refine/Introduce additional modes as needed for performance.</p>	<p>Reinforcement of Above</p>
<p>GRADE 11</p> <p>YEAR 8</p>	<p>Reinforcement and refinement of above skills.</p>	<p>Reinforcement and refinement of above skills.</p>	<p>Reinforcement and refinement of above skills.</p> <p>HONORS STUDENTS:</p> <ul style="list-style-type: none"> <li>• Dorian</li> <li>• Phrygian</li> <li>• Mixolydian</li> <li>• Pentatonic</li> <li>• Whole Tone</li> <li>• Tone Row</li> </ul>	<p>Reinforcement of Above</p>
<p>GRADE 12</p> <p>YEAR 9</p>	<p>Reinforcement and refinement of above skills.</p>	<p>Reinforcement and refinement of above skills.</p>	<p>48 Scales (2 Octaves)</p>	<p>Reinforcement of Above</p>