

**2009-2010 PHS Percussion – 1<sup>st</sup> Period /Band -3<sup>rd</sup> Period –  
1<sup>st</sup> Semester Exam Review Handout**

Exam Day: 1<sup>st</sup> Period – January 8<sup>th</sup>, 2010  
3<sup>rd</sup> Period - January 12<sup>th</sup>, 2010

"Yes, we will have an exam made up of playing, oral testing and a very small written part.

Plan to bring a snack, paper product or drink to share - see the sign-up sheet circulating in band and on the info board by the door! ***Please study, I plan to test, play and have some fun that day!*** - Mr. R"

**Total points: 400**

Playing: Scales: 80 pts. - Pitch: 75 pts. - Written (P.E.AK & 4 T's)50 pts. – Playing and Oral: Sight Reading Process: 50 pts. - Attendance at the exam: 100 pts. – Oral: Instrument Maintenance: 45 pts.

**1. Know your scales: Bb, Eb, Ab, F & C Concert Scales by memory for your instrument – 80 pts.**

- a. Be able to play these scales one or two octaves up and down
- b. Play the scale in quarter notes at: quarter note= mm80
  - i. Repeat the top note
  - ii. The grading scale for scale performance:
    1. 16 pts. Per scale ( 8 up – 8 down)
    2. 5 scales X 16 pts each = 80 pts.
- c. You get one chance at each scale
- d. Some testing will be done in pairs of students. These pairs of students may or may not be of the same instrument
- e. You must have this completed by 1/15 in case of excused absence from the exam

**2. Discuss how to play in-tune: oral portion of the exam – 100 pts.**

- a. Mr. R will pull individuals to respond to this question
- b. Names will be drawn out of a hat – 20 students might be selected
- c. Discuss pitch matching by vertical and horizontal pitch concepts ( 25 points)
- d. Discuss how to adjust your instrument by the physical adjustment of the length of you instrument ( 25 points)
- e. Discuss how to use a tuner to assign with tuning your instrument ( 25 points)
  - i. Tune with the tuning, then play the note again and see if you can remember the physical adjustment you did with your embouchure and recheck
  - ii. Use the tuner to match pitch by having the tuner play the pitch and you adjust your embouchure to match the pitch

**3. Demonstrate Sight Reading Procedures = 50 pts.**

- a. This will be done in a group setting – students at random will be asked questions – be prepared to answer in a band setting
- b. Demonstrate knowledge of the 4 step process we use to sight read music in class
  - i. Study
    1. Use the "Stars" System
      - a. S – staff, signature (key)
      - b. T - time signature
      - c. A – accidentals – sharps or flats
      - d. R – rhythms ( this means notes and rest!)
      - e. S – signs – repeats, DS, coda, tempi markings, dynamic markings, style markings
    - ii. Say note names
      1. Just say the note but remember to apply the accidentals from the key signature and unusual accidents added – don't forget the natural signs also!
      2. Say the repeat back to where???
      3. Say dynamics
      4. Say note names in time – even slowly but in rhythm with a steady beat
    - iii. Say note names with fingerings
      1. Say the note name and push the keys down "hard" on your instrument
      2. Do also in time or in rhythm

3. Say the notes in time with expression – say the notes softer if the marking is “p”, a little louder if marked “f”
  4. Adjust for tempo markings – slow down or speed up if the markings indicate so...
  5. Follow the road map of the song as above
- iv. Perform/Play
1. Listen for pitch and adjust all of the time – especially for unions in and across your sections
  2. Listen and adjust for the melody – “who has the ball” – remember: if you cannot hear the melody in both the right and left channels of your hearing – get out of the way – quickly!!
  3. Perform with expression right from the beginning
    - a. Remember the three parts of a note:
      - i. Attach
      - ii. Sustain
      - iii. Release
    - b. Long and short markings
    - c. Slurs v.s. legato
    - d. Shape the phrase – leave yourself somewhere to grow to
    - e. Hold notes out their full value
  4. Watch the conductor – make music together right from the start
    - a. Know what you are going to do to get into the ending and how to end
    - b. Play as “one” ensemble
- 4. Written Portion of the exam – 50 pts.**
- a. What is P.E.A.K.?
    - i. Be able to give short answers to each of the PEAK sections:
      1. Example Question:
        - a. *You can judge the level of :*
      2. Answer:
        - a. *“pride by the room neatness, horn angles, postures, the eyes of the students.”*
  - b. What are the 4 T’s?
    - i. Be able to give short answers about each on the T’s
      1. Example Question:
        - a. “In Tone means:”
      2. Answer:
        - a. “playing with a good instrument, proper embouchure, use proper amount of air, correct hand position and correct posture”
- 5. Attend the exam = 100 pts.**
- a. You must be present for the entire exam period
  - b. You will be tested during the exam as a individual and in group performance
  - c. You may wish to bring materials to study for another exam once you have completed your individual portions of the exam
  - d. Section Leaders are exempt from portions of the exam except for attendance
    - i. No scales
    - ii. Pitch
    - iii. Any other section that Mr. R feels the section leader understands and demonstrates knowledge of: Instrument maintenance, etc.
- 6. Instrument maintenance - 45 pts. ( Percussion – this is done by the end of marching band maintenance)**
- a. Make sure your instrument is clean
  - b. Be able to describe how to clean your/own instrument
  - c. Be able to discuss why instrument maintenance is important
    - i. Keep you instrument in working condition
      1. Lube all corks, slides
      2. Basic inspection for missing or damaged parts
    - ii. Keeps you instrument in-tune
      1. Keeping corks and slides moving allows for pitch correction
      2. Keeps the internal “bore” of your instrument from being clogged possibly causing your instrument to play sharp
      3. Keeps your mouth piece (& reed) clean and healthful!