

Plymouth Regional High School

Saxophone Proficiencies

Element (and Standard)	Level 6- Advanced	Level 5- Senior Proficient	Level 4- Junior Proficient	Level 3- Sophomore Proficient	Level 2- Freshmen Proficient	Level 1- Introduction Proficient
Range	Student will play an A5 consistently with good tone	Student will play an G5 consistently with a good tone	Student will play an F5 consistently with a good tone	Student will play a E5 consistently with a good tone	Student will play a D5 consistently with a good tone	Student will play a C5 consistently with a good tone
Scales (from memory)	Student will play all major and minor scales	Student will play up to 5#/5b major and minor scales	Student will play 4#/4b major and minor scales	Student will play 3#/3b major and minor scales and chromatic 2 octaves	Student will play 2#/2b major scales	Student will play 1#/1b major scales including C.
Sight reading	Student will sight read with accuracy NYSSMA Level IV.	Student will sight read with accuracy NYSSMA Level III.	Student will sight read with accuracy NYSSMA Level III.	Student will sight read with accuracy NYSSMA Level II.	Student will sight read with accuracy NYSSMA level II.	Student will sight read with accuracy NYSSMA level I.
Listening	Student will describe listening examples with exemplary detail and make connections to previous discussions	Student will describe listening examples with great detail without prompt.	Student will describe listening examples with good details without prompt	Student will describe listening examples with excellent details with prompt	Student will describe listening examples with some details with prompt	Student will answer the prompts when given a listening example.
Improvising	Student will improvise stylistically appropriate harmonizing parts in a variety of styles	Student will improvise stylistically appropriate harmonizing styles	Student will improvise with a within a given parameter	Student will improvise in a group setting with given parameters	Student will improvise over harmony changes to "Pachabell's Canon."	Student will experiment with improvisation
Evaluating Music	Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings.	Same as Freshmen	Same as Freshmen	Same as Freshmen	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.	Begin to qualities of excellence and make comparisons
Music in relation to history	Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind the classifications.	Demonstrate and excellent understanding of music in a variety of styles and contexts	Demonstrate a solid understanding of music in a variety of styles and contexts.	Demonstrate a good understanding of music in a variety of styles and contexts	Demonstrate a rudimentary understanding of music in it's relation to history
Relationship between other arts	Compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures	Explain how elements, artistic processes, and organizational principles, are used in similar and distinctive ways in the various arts, and how principles outside the arts are interrelated with those of music.	Same as Senior	Same as Senior	Same as Senior	Begin to show a connection between the arts and disciplines outside the arts.