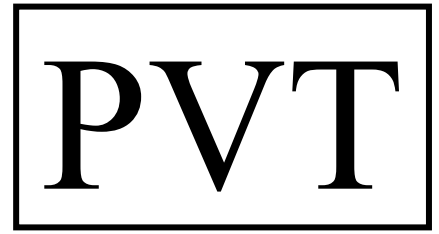


Kennedy Middle School

“Fighting Irish”



Band Rank System



P
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e

1. Demonstrate proper instrument assembly and care.

2. **BRASS:**

- a. Produce a steady sustained buzz on the mouthpiece.
- b. Demonstrate the siren on the mouthpiece
- c. Demonstrate proper posture and hand position.

WOODWINDS:

Flute – (Headjoint only) – produce four tones through changes in embouchure and air direction. (Cover end of head joint for two of the tones.)

Clarinet – (mouthpiece and barrel) – produce a sustained F#

Saxophone – (mouthpiece and neck) – produce a sustained C#

Double Reeds – (reed only) – produce a double crow and a single pitch with proper embouchure change.

PERCUSSION: Demonstrate proper grip and approach to percussion instruments. Play the *Beginning Percussion Warm-ups* in order from the sheet

3. Complete the following written exercises:
#13, #19, #26, 32

Play the following exercises from *Essential Elements, Book 1* with no mistakes:

4. #13 and #14

5. #17 and #18

6. #23 and #30A

7. #31 and #34



**Principals
First
Steps
Covers**

1. **WIND INSTRUMENTS:** Play the five-note pattern from p. 6 in whole notes. Quarter note = 60.

PERCUSSION: Perform, on the snare drum, the flam, paradiddle, five-stroke roll and nine-stroke roll from the American Standard Drum Rudiments, by memory.

2. Count the following exercises by saying the rhythms out loud:
#40, #48, #65

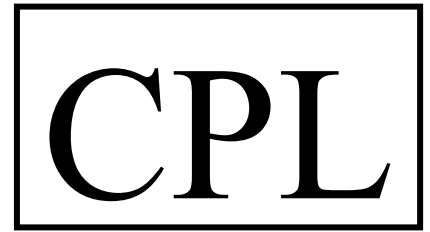
Play the following exercises from Essential Elements, Book 1 with no mistakes:

3. #38 and #42 (Bells #41)

4. #45 and #48

5. #52 - all and #54 (snare #47)

6. #60 and #62



C o r p o r a l

1. Demonstrate proper instrument care.
BRASS: Show your clean instrument with greased slides & oiled valves (trombone slides) to your director. **WOODWIND:** Show your clean instrument with greased corks and three good reeds to your director. **PERCUSSION:** Show your clean instrument with good sticks and drum heads to your director.
2. **WIND/MALLET INSTRUMENTS:** Demonstrate proper embouchure, posture, hand position and characteristic tone on your instrument by performing the Bb concert scale, one octave (p.28, #147).
PERCUSSION: Perform, on the snare drum, p. 40, #2 and #4
3. Count the following exercises by saying the rhythms out loud:
#66, #77 (**Bells**), #110.

Play the following exercises from Essential Elements, Book 1 with no mistakes:

4. #69 and #76 (**Bells**) (clarinets/snare only: also play #119 and #121)
5. #80 (**Bells**) and #88 (clarinets/snare only: also play #123 and #126)
6. #90 and #93 (**clarinets only: also play #127**)
7. #95 and #96
8. #106 and #109B (**Bells**)

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.



Essential

1. Count the following exercises by saying the rhythms out loud:
#115, #161, #166, #181

Play the following exercises from Essential Elements, Book 1 with no mistakes:

2. #112 (**Bass**) and #117 (**clarinets/snare only: also play #129**)
3. #134 and #135 (**clarinets/snare only: also play #139**)
4. #142 and #150(**Bells**) (**clarinets only: also play #146**)
5. #152 (memory) and #165
6. #167 and #168 (**percussion only: also play #172**)
7. #181 and #185(**Snare or Bells**)

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.



S T A R S S T A R S S T A R S S T A R S S T A R S

1. Count the following exercises by saying the rhythms out loud:
#24 , #32, #40.

Play the following exercises from Essential Elements, Book 2 with no mistakes:

2. #11 [percussion only: play #10(timpani)] and #13
3. #17 and #19 (w/ written answers for the S-T-A-R-S steps when playing)
4. #22 and #28
5. #31 (Bells) (w/ written S-T-A-R-S steps) and #34/35
6. #42 (Bells) and #43

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.



SOLO RHYTHM EXERCISES

1. Count the following exercises by saying the rhythms out loud:
#50, #63/69, #81

Play the following exercises from Essential Elements, Book 2 with no mistakes:

2. #48 and #49(w/ written S-T-A-R-S steps)
3. #55 and #65
4. #68 (**Bells**) and #73
5. #74 and #80(w/ written S-T-A-R-S steps)
6. #84 (**timpani**) and #89 (snares play #88)

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.



1. Count the following exercises by saying the rhythms out loud:
#98, #101

Play the following exercises from Essential Elements, Book 2 with no mistakes:

2. #92 and #93
3. #94 and #97
4. #99 and #100 (w/ written S-T-A-R-S steps)
5. #103 and #106
6. #108 (**Bells**) and #109 (**Bells**)

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.

1SG

First
Steps
Band

1. Count the following exercises by saying the rhythms out loud:
#116, #123

Play the following exercises from Essential Elements, Book 2 with no mistakes:

2. #113 (**Bells**) and #115 (w/ written S-T-A-R-S steps)
3. #118 and #120
4. #126 and #128
5. #130 (**Bells**) and #133

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.

SGM

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Play the following exercises from Essential Elements, Book 2 with no mistakes:

1. #136 and #138
2. #144 (Bells) and #145
3. #146 and #147

See your teacher to determine the exercises on pg. 38-39 for your instrument.

4. #_____ and #_____
5. #_____ and #_____
6. Solo on page 40 (worth two rank tests, five rank tests if memorized)

Note: Exercises with (Bells) beside it tells percussion which instrument to play. All wind instruments play as usual.