

**WELCOME TO BAND KARATE!!!!**

Parents and students,

We are going to begin a new way of going through exercises in the ***Band Brilliance Book***. As students progress through our 9 belts they will receive a new belt to add to their cases. Hopefully earning belts will be an inspiring way to keep up the practicing momentum as we come to the second half of the school year. I look forward to everyone showing off their belts as they progress farther and farther into the book!

Students are welcome to play for their belt tests during their instrumental music lessons during recess time on Fridays. Students can try to pass off pieces in the book as many times as they like, but I recommend trying after they've played through it a few times. The rubric for passing of on pieces is below. In order to receive a belt students must receive 3's for each piece in that belt.

1	2	3
Student stops and starts quite often. Student misses multiple notes and rhythms. Student does not always use the correct articulation for the piece. Student does not maintain a steady beat.	Student occasionally stops and starts. Student misses a few notes and rhythms. Student uses the correct articulation the majority of the piece. Student can maintain a mostly steady beat.	Student hardly stops and starts. Student hardly misses any notes or rhythms. Student uses the correct articulation for almost the entire piece. Student maintains a steady beat most of the time.

As our students continue their journey towards Concert Band Membership, they will need to purchase a few supplies. All students in the Instrumental Music Program will need:

- A BLACK 3 Ring Binder 1" to 1 ½"
- A Package of Dividers for their binder
- A Package of clear sheet protectors (20-30)

Thank you for your help and support!! Super excited to begin our new journey ☺

Miss Galvin

**The White Belt**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b> <i>(All of the answers can be found in the first 5 pages of <u>Band Brilliance</u>)</i></p> <p><b>Emboucher:</b> _____ _____ _____</p> <p><b>Articulation:</b> _____ _____ _____</p> <p><b>Airstream:</b> _____ _____ _____</p> <p><b>Key Signature:</b> _____ _____ _____</p> <p><b>Time Signature:</b> _____ _____ _____</p>	
<p style="text-align: center;"><b>TERMINOLOGY II</b></p> <p style="text-align: center;"><b>LABEL THE IMAGE</b> <i>(All of the answers can be found in the first 5 pages of <u>Band Brilliance</u>, Identify the clef, time signature, key signature, bar line, double bar and label the lines and spaces with their proper letters)</i></p> <p>_____ _____ _____ _____ _____</p>	
<b>PLAY:</b>	
<b>“Crotchets and Crotchet Rests” p.3</b>	
<b>“Color Guard” p.5</b>	
<b>“Acrobatic Finger Frolic at the Circus” p.5</b>	

**The Yellow Belt**

TASK	Teacher Signature and Date
<p><b>Proper Posture and Set Up Position</b>  <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i></p>	
<p><b>Student demonstrates knowledge of ALL THREE band positions</b></p>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found on pages 6-8 of <u>Band Brilliance</u>)</i></p> <p><b>Tenuto:</b> _____          _____          _____</p> <p><b>Staccato:</b> _____          _____          _____</p>	
<p style="text-align: center;"><b>TERMINOLOGY II</b></p> <p style="text-align: center;"><b>LABEL THE IMAGE</b>  <i>(All of the answers can be found on pages 6-8 of <u>Band Brilliance</u>, Draw a quarter note, quarter rest, beamed eighth note, single eighth note, eighth rest, half note, whole note, repeat sign)</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><b>PLAY:</b></p>	
<p><b>“Hot Cross Buns” p.7</b></p>	
<p><b>“Chanson” p.8</b></p>	
<p><b>Rhythm Practice p.33 (Teacher will select line ☺)</b></p>	

**The Orange Belt**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found on pages 9-11 of <u>Band Brilliance</u>)</i></p> <p><b>Breath Mark:</b> _____            _____</p> <p><b>Pick Up Note:</b> _____            _____</p> <p><b>Tie:</b> _____            _____</p>	
<b>PLAY:</b> <b>"Lightly Row" p.9</b> <b>"Ode to Joy" p.11</b> <b>Rhythm Practice P.34 (Teacher will select line ☺)</b>	
<b>MAJOR SCALE:</b> <b>Your groups major scale, memorized in steady half notes ascending (up) and descending (down)</b>	

**The Green Belt**

TASK	Teacher Signature and Date
<p><b>Proper Posture and Set Up Position</b>  <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i></p>	
<p><b>Student demonstrates knowledge of ALL THREE band positions</b></p>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found on pages 12-15 of <u>Band Brilliance</u>)</i></p> <p>D.C Al Fine: _____            _____</p>	
<p style="text-align: center;"><b>TERMINOLOGY II</b></p> <p style="text-align: center;"><b>LABEL THE IMAGE</b>  <i>(All of the answers can be found on pages 12-15 of <u>Band Brilliance</u>, Label the letter names of the notes in the image)</i></p> <p>_____            _____            _____            _____</p>	
<p><b>PLAY:</b></p> <p>“Snake Charmer’s Song” p. 14</p>	
<p>“London Bridge” p.15</p>	
<p>“Frere Jacques” p.15</p>	
<p>Sight Reading Practice P.36 (Teacher will select line ☺)</p>	
<p><b>MAJOR SCALE:</b></p> <p><b>2 major scales, memorized in steady half notes ascending (up) and descending (down)</b></p>	

**The Purple Belt**

TASK	Teacher Signature and Date
<p><b>Proper Posture and Set Up Position</b>  <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i></p>	
<p><b>Student demonstrates knowledge of ALL THREE band positions</b></p>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found on pages 16-19 of <u>Band Brilliance</u>)</i></p> <p>Accent: _____            _____</p> <p>Accidental: _____            _____</p> <p>Intonation: _____            _____</p>	
<p style="text-align: center;"><b>TERMINOLOGY II</b></p> <p style="text-align: center;"><b>LABEL THE IMAGE</b>  <i>(All of the answers can be found on pages 16-19 of <u>Band Brilliance</u>, draw a sixteenth note)</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><b>PLAY:</b></p>	
<p>“America” p.16</p>	
<p>“Twinkle Twinkle Little Star Variation II For Superstars” p.16</p>	
<p>“Aura Lee” p.19</p>	
<p>Sight Reading Practice P.39 (Teacher will select line ☺)</p>	
<p><b>MAJOR SCALE:</b></p> <p>2 major scales, memorized in steady half notes ascending (up) and descending (down)</p>	

**The Blue Belt**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<b>PLAY:</b>	
<b>"Bingo" p.20</b>	
<b>"Acrobatic Finger Frolics" p.21</b>	
<b>"Surprise Symphony" p.22</b>	
<b>Sight Reading Practice P.39 (Teacher will select line ☺)</b>	
<b>MAJOR SCALE:</b>	
<b>3 major scales, memorized in steady half notes ascending (up) and descending (down)</b>	

**The Red Belt**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found on pages 23-25 of <u>Band Brilliance</u>)</i></p> <p>Slur: _____            _____</p>	
<b>PLAY:</b>	
"Slurtopia" p.23	
"Simple Gifts" p.24	
"Chester" p.25	
<b>Sight Reading Practice P.40 (Teacher will select line ☺)</b>	
<b>Teacher Challenge p.49</b>	
<b>MAJOR SCALE:</b>	
<b>3 major scales, memorized in steady half notes ascending (up) and descending (down)</b>	



**The Brown Belt**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<b>PLAY:</b> "Can Can" p.26	
"Ode to Joy" p.27	
"London Bridge" p.27	
<b>Sight Reading Practice P.40 (Teacher will select line ☺)</b>	
<b>Teacher Challenge p.50 Teacher will choose ☺</b>	
<b>MAJOR SCALE:</b> <b>3 major scales, memorized in steady half notes ascending (up) and descending (down)</b>	

**The Black Belt**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<b>PLAY:</b> <b>“Take Me Out to the Ball Game” p.30</b>	
<b>Sight Reading Practice P.40 (Teacher will select line ☺)</b>	
<b>MAJOR SCALE:</b> <b>3 major scales, memorized in steady half notes ascending (up) and descending (down)</b>	

**The White Belt LEVEL II**

TASK	Teacher Signature and Date
<p><b>Proper Posture and Set Up Position</b>  <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i></p>	
<p><b>Student demonstrates knowledge of ALL THREE band positions</b></p>	
<p align="center"><b>TERMINOLOGY</b></p> <p align="center"><b>Define the following terms here</b>  <i>(All of the answers can be found in the first 5 pages of <u>Band Brilliance</u>)</i></p> <p><b>Emboucher:</b> _____          _____          _____</p> <p><b>Articulation:</b> _____          _____          _____</p> <p><b>Key Signature:</b> _____          _____          _____</p> <p><b>Time Signature:</b> _____          _____          _____</p>	
<p align="center"><b>TERMINOLOGY II</b></p> <p align="center"><b>LABEL THE IMAGE</b>  <i>(All of the answers can be found in the first 5 pages of <u>Band Brilliance</u>, Identify the clef, time signature, key signature, bar line, double bar and label the lines and spaces with their proper letters)</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><b>PLAY:</b></p> <p><b>“Amazin’ Phrasin’ I” p. 3</b></p>	
<p><b>“Articulation Challenge” p. 11 (Teacher will choose line 😊)</b></p>	
<p><b>“Chorale” p.32 (Soprano lines ONLY)</b></p>	
<p><b>3 Major Scales memorized in steady half notes ascending (up) and descending (down)</b></p>	

**The Yellow Belt LEVEL II**

TASK	Teacher Signature and Date
<p><b>Proper Posture and Set Up Position</b>  <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i></p>	
<p><b>Student demonstrates knowledge of ALL THREE band positions</b></p>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found in <u>Band Brilliance</u>)</i></p> <p><b>Tenuto:</b> _____          _____          _____</p> <p><b>Staccato:</b> _____          _____          _____</p> <p><b>Triplet:</b> _____          _____</p>	
<p style="text-align: center;"><b>TERMINOLOGY II</b></p> <p style="text-align: center;"><b>LABEL THE IMAGE</b>  <i>(All of the answers can be found in <u>Band Brilliance</u>, Draw a quarter note, quarter rest, beamed eighth note, single eighth note, eighth rest, half note, whole note, repeat sign)</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><b>PLAY:</b></p> <p><b>“Amazin Phrasin” P.4</b></p>	
<p><b>Articulation Challenge p. 12 (Teacher will select line ☺)</b></p>	
<p><b>“Chorale” p.33 any voicing you would like</b></p>	
<p><b>Rhythmic Melodies “Ode To Joy” p.64</b></p>	
<p><b>3 Major Scales memorized in steady half notes ascending (up) and descending (down)</b></p>	

**The Orange Belt LEVEL II**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found in <u>Band Brilliance</u>)</i></p> <p><b>Interval:</b> _____            _____</p> <p><b>Pick Up Note:</b> _____            _____            _____</p> <p><b>Tie:</b> _____            _____</p>	
<b>PLAY:</b>	
<b>Articulation Challenge p. 12 (Teacher will select line ☺)</b>	
<b>"Chorale" p.34 any voicing you would like</b>	
<b>Rhythmic Melodies "Baa Baa Black Sheep" and "Stars and Stripes Forever" p.67</b>	
<b>4 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	

**The Green Belt LEVEL II**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p align="center"><b>TERMINOLOGY</b></p> <p align="center"><b>Define the following terms here</b>  <i>(All of the answers can be found in <u>Band Brilliance</u>)</i></p> <p>D.C Al Fine: _____            _____</p>	
<b>PLAY:</b>  <b>Articulation Challenge p. 13 (Teacher will select line ☺)</b>	
<b>"Chorale" p.34 any voicing you would like (different from the Orange Belt Voice)</b>	
<b>Rhythmic Melodies "Syncopation in 4" and "My Little Dreydle"p.68</b>	
<b>5 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	

**The Purple Belt LEVEL II**

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found in <u>Band Brilliance</u>)</i></p> <p>Accent: _____  _____</p> <p>Accidental: _____  _____</p>	
<b>PLAY:</b>	
<b>Technique Builder p. 15 (Teacher will select line ☺)</b>	
<b>"Chorale" p.35 any voicing you would like</b>	
<b>Rhythmic Melodies "Drunken Sailor" and "William Tell Overture" p.69</b>	
<b>Sight Reading p.83 (Teacher will choose ☺)</b>	
<b>6 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<p style="text-align: center;"><b>TERMINOLOGY</b></p> <p style="text-align: center;"><b>Define the following terms here</b>  <i>(All of the answers can be found on p. 24 of <u>Band Brilliance</u>)</i></p> <p><b>Intonation:</b> _____  _____</p> <p><b>Balance:</b> _____  _____</p> <p><b>Dynamics:</b> _____  _____</p>	
<b>PLAY:</b>	
<b>Technique Builder p. 17 (Teacher will select line ☺)</b>	
<b>“Chorale” p.35 any voicing you would like (DIFFERENT FROM PURPLE BELT)</b>	
<b>Rhythmic Melodies “Michael Finnegan” and “Skip to My Lou”p.70</b>	
<b>Sight Reading p.84 (Teacher will choose ☺)</b>	
<b>7 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	



TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<b>PLAY:</b>	
<b>Technique Builder p. 19(Teacher will select line ☺)</b>	
<b>Rhythmic Melodies “Hail to the Chief” p. 71 and</b>	
<b>“She’ll Be Comin’ Round the Mountain”p.72</b>	
<b>Sight Reading p.85 (Teacher will choose ☺)</b>	
<b>8 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	

***The Brown Belt Level II***

TASK	Teacher
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	<b>Signature and Date</b>
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<b>PLAY:</b>	
<b>Technique Builder p. 23 (Teacher will select line ☺)</b>	
<b>Rhythmic Melodies:</b> "Greensleeves" p. 78 "Pictures at an Exhibition" p.79 "American Shaker Melody" p. 79	
<b>Sight Reading p.86 (Teacher will choose ☺)</b>	
<b>9 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	

TASK	Teacher Signature and Date
<b>Proper Posture and Set Up Position</b> <i>(Case and materials under chair, book on stand, flat feet, tall strong body, instrument in 0 position)</i>	
<b>Student demonstrates knowledge of ALL THREE band positions</b>	
<b>PLAY:</b>	
<b>Intonation Round:</b> "Kookaburra" p.28 "Dona Nobis Pacem" p.28  (Miss Galvin will play the other part of the round ☺)	
<b>Virtuoso Pieces:</b>  Pages 110 - 112 .....student may choose one to work on for this belt ☺	
<b>Sight Reading p.87 (Teacher will choose ☺)</b>	
<b>10 Major Scales memorized in steady half notes ascending (up) and descending (down)</b>	

**Olympic Level Belts**

TASK	Teacher Signature and Date
Students may elect to participate in various musical festivals throughout the year which will lead to the award of an Olympic Belt	
Summer Challenge Piece (Perform the selection for Miss Galvin during the first week of school)	
LISFA (Long Island String Festival)	
HMEA (Hamptons Music Educator's Association) Band, Chorus, Orchestra or World Percussion Ensemble	
SCMEA Festival (Suffolk County Music Educator's Association) Band, Chorus or Orchestra	
NYSSMA Solo Festival  Level:  Solo Title:  **Different belt colors will be awarded for each of the levels of the NYSSMA Solo Festival***	

**Community Caring Belts**

TASK	Teacher Signature and Date
Students may elect to participate in various community service events throughout the year which will lead to the award of a Community Caring Belt	
Santa on the Square Day at the Amagansett Square	
Holiday Caroling at the East Hampton and/or Montauk Senior Centers	
Santa Night at St. Michael's Senior Village	
Patriotic Superstar Visit to East Hampton and/or Montauk Senior Center	
OTHER:	