

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

# **Cadet Music Proficiency Level One**

## **Saxophone**

**SAXOPHONE PROFICIENCY LEVEL MUSIC**

	<b>List</b>	<b>Title</b>	<b>Book</b>	<b>Page</b>
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<b>Level Two</b>	1.	Folks at Home	Rubank Elementary Method – Saxophone	38
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	3.	Allegretto Brillante	Rubank Adv. Method Vol. 1 – Saxophone	70–71
<b>Level Eight</b>	1.	Introduction and Rondo	Rubank Adv. Method Vol. 1 – Saxophone	14
	2.	Etude	Rubank Adv. Method Vol. 2 – Saxophone	25–26
<b>Level Nine</b>	1.	Tempo di Tarantella	Rubank Adv. Method Vol. 1 – Saxophone	46
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<b>Level Ten</b>	1.	Elegie	Concert and Contests – Saxophone	13
	2.	Recitative and Allegro	Concert and Contests – Saxophone	16–17
<b>Level Eleven</b>	1.	Fantaisie Mauresque	Concert and Contests – Saxophone	18–19
	2.	Concertante	Concert and Contests – Saxophone	20–21

# Annie Laurie

Scotch Melody

4

Be certain the accent is on the correct note.  
A common error is committed by playing  
syncopated figures as follows:

(incorrect)

tu tu ah tu

Rubank Elem. Meth. 392 - 393

# Old Folks at Home

FOSTER

3

14

# Lullaby

BRAHMS

Andante (*Legato*)

*mp*

*rit*


# Scenes That Are Brightest

WALLACE

Moderato

5

*p*

Be certain you play each of the notes in the triplet figure with equal value. A common error is committed by playing the figure in this way: . Do not rush the first two notes.

# Waltz

3

*3*

March

4

The musical score consists of six staves of music. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. The music is written in a single melodic line. The second staff continues the melody with various rhythmic values including eighth and sixteenth notes. The third staff features a mix of eighth and sixteenth notes with some rests. The fourth staff continues the melodic line. The fifth staff shows a similar rhythmic pattern. The sixth staff concludes the piece with a repeat sign, a first ending marked '1', and a second ending marked '2'. The key signature remains one flat throughout the piece.


**PO 113W – MAINTAIN A PRIMARY WOODWIND INSTRUMENT**

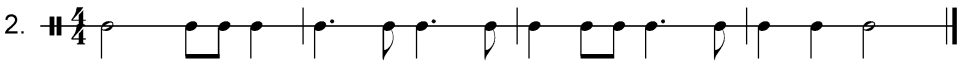
1. **Performance.** Maintain a Primary Woodwind Instrument.
2. **Conditions**
  - a. Given:
    - (1) Primary instrument,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A quiet room free from distractions.
3. **Standard.** The cadet will maintain a primary woodwind instrument by cleaning the exterior of the instrument with a cloth.
4. **Remarks.** This PO applies only to the instrument on which the cadet is trying to obtain a cadet musician level qualification.

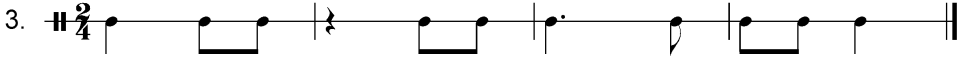
**PO 116 – DEMONSTRATE RHYTHM SKILLS**

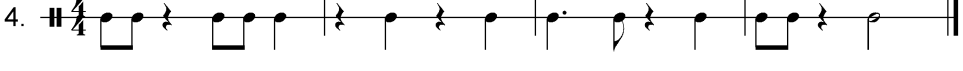
1. **Performance.** Demonstrate Rhythm Skills.
2. **Conditions**
  - a. Given:
    - (1) Level One rhythm sheet, and
    - (2) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: A quiet room with adequate lighting and free from distractions.
3. **Standard.** The cadet will demonstrate rhythm skills by singing, clapping, tapping or counting Level One rhythms while respecting a steady tempo.
4. **Remarks**
  - a. The cadet will be given time to practice the Level One rhythm sheet before the assessment.
  - b. Level One Rhythm Sheet is found in [Annex A, Appendix 2](#).

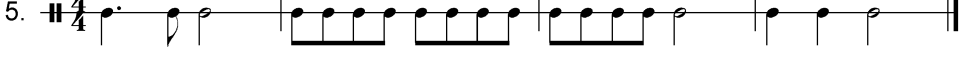
LEVEL ONE RHYTHM SHEET

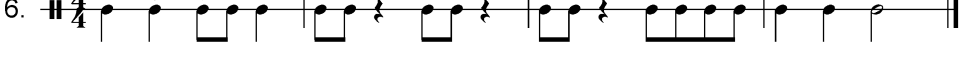
1.  $\# \frac{3}{4}$  

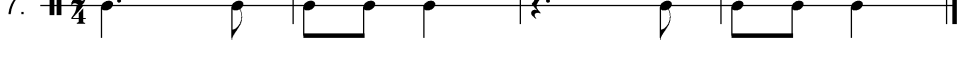
2.  $\# \frac{4}{4}$  

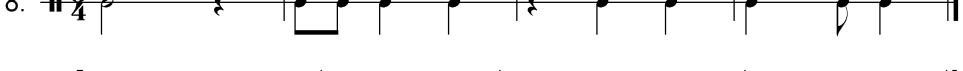
3.  $\# \frac{2}{4}$  


4.  $\# \frac{4}{4}$  


5.  $\# \frac{4}{4}$  


6.  $\# \frac{4}{4}$  

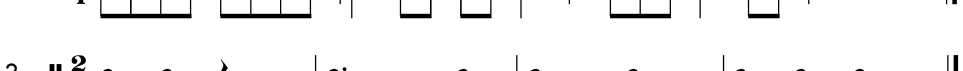
7.  $\# \frac{2}{4}$  

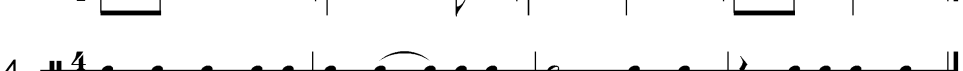
8.  $\# \frac{3}{4}$  

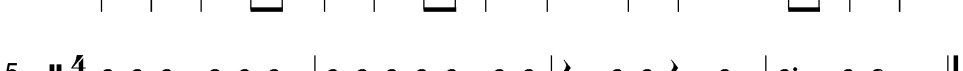
9.  $\# \frac{4}{4}$  


10.  $\# \frac{4}{4}$  

11.  $\# \frac{3}{4}$  

12.  $\# \frac{4}{4}$  

13.  $\# \frac{2}{4}$  

14.  $\# \frac{4}{4}$  

15.  $\# \frac{4}{4}$  



**PO 118 – SIGHT-READ MUSIC**

1. **Performance.** Sight-Read Music.
2. **Conditions**
  - a. Given:
    - (1) Primary instrument,
    - (2) Music stand,
    - (3) Metronome,
    - (4) Level One sight-reading music,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A quiet room with adequate lighting and free from distractions.
3. **Standard.** The cadet will sight-read music observing:
  - a. rhythm,
  - b. a steady tempo,
  - c. pitch, and
  - d. musical flow.
4. **Remarks**
  - a. Assistance given is in the form of guiding questions limited to:
    - (1) What is the time signature? How many beats in a measure? Which note value gets the beat?
    - (2) How many sharps/flats are in the key signature? Which notes are sharp/flat?
    - (3) Which accidentals do you see? What are the fingerings for those notes?
    - (4) Can you clap the rhythm?
  - b. The music will be a maximum of 16 measures in length and minimum of four measures.
  - c. The music will not exceed the technical requirements for Level Basic.
  - d. A brief period of time will be given prior to playing for the cadet to examine the music.

## SCALE REQUIREMENTS BY INSTRUMENT

E $\flat$  SAXOPHONE

MPL BASIC	Major	G											
	Harmonic Minor	Nil.											
	Melodic Minor	Nil.											
	Chromatic	Nil.											
	Articulation	All slurred or all tongued.										M.M. ♩ = 60 in ♩	
MPL ONE	Major	C G D											
	Harmonic Minor	A E B											
	Melodic Minor	Nil.											
	Chromatic	G chromatic											
	Articulation	All slurred and all tongued.										M.M. ♩ = 66 in ♩	
MPL TWO	Major	F C G D A											
	Harmonic Minor	D A E B F#											
	Melodic Minor	Nil.											
	Chromatic	A chromatic											
	Articulation	All slurred and all tongued.										M.M. ♩ = 72 in ♩	
MPL THREE	Major	B $\flat$ * F C* G D A E											
	Harmonic Minor	G D A E B* F# C#											
	Melodic Minor	G D A E B* F# C#											
	Chromatic	B chromatic*											
	Articulation	All slurred; all tongued; slur 2 tongue 2; tongue 2 slur 2.										M.M. ♩ = 60 in ♩	
MPL FOUR	Major	E $\flat$ * B $\flat$ * F C* G D* A E* B/C $\flat$ * F#/G $\flat$											
	Harmonic Minor	C* G D* A E* B* F# C#* G# D#/E $\flat$ *											
	Melodic Minor	C* G D* A E* B* F# C#* G# D#/E $\flat$ *											
	Chromatic	C# chromatic*											
	Articulation	All slurred; all tongued; slur 2 tongue 2; tongue 2 slur 2.										M.M. ♩ = 72 in ♩	
MPL FIVE	Major	A $\flat$ E $\flat$ * B $\flat$ * F* C* G D* A E* B/C $\flat$ * F#/G $\flat$ C#/D $\flat$ *											
	Harmonic Minor	F* C* G D* A E* B* F# C#* G#/A $\flat$ D#/E $\flat$ * A#/B $\flat$ *											
	Melodic Minor	F* C* G D* A E* B* F# C#* G#/A $\flat$ D#/E $\flat$ * A#/B $\flat$ *											
	Chromatic	D chromatic*											
	Articulation	All slurred; all tongued; slur 2 tongue 2; tongue 2 slur 2.										M.M. ♩ = 80 in ♩	

Scales marked \* are to be played two octaves.



**SCALE REQUIREMENTS BY INSTRUMENT**

**B $\flat$  SAXOPHONE**

<b>MPL BASIC</b>	Major	C											
	Harmonic Minor	Nil.											
	Melodic Minor	Nil.											
	Chromatic	Nil.											
	Articulation	All slurred or all tongued.									M.M. $\text{♩}$ = 60 in $\text{♩}$		
<b>MPL ONE</b>	Major	G	C	F									
	Harmonic Minor	E	A	D									
	Melodic Minor	Nil.											
	Chromatic	C chromatic											
	Articulation	All slurred and all tongued.									M.M. $\text{♩}$ = 66 in $\text{♩}$		
<b>MPL TWO</b>	Major	D	G	C	F	B $\flat$							
	Harmonic Minor	B	E	A	D	G							
	Melodic Minor	Nil.											
	Chromatic	D chromatic											
	Articulation	All slurred and all tongued.									M.M. $\text{♩}$ = 72 in $\text{♩}$		
<b>MPL THREE</b>	Major	D	G	C*	F	B $\flat$ *	E $\flat$	A					
	Harmonic Minor	B*	E	A	D	G	C*	F#					
	Melodic Minor	B*	E	A	D	G	C*	F#					
	Chromatic	E chromatic											
	Articulation	All slurred; all tongued; slur 2 tongue 2; tongue 2 slur 2.									M.M. $\text{♩}$ = 60 in $\text{♩}$		
<b>MPL FOUR</b>	Major	D*	G	C*	F	B $\flat$ *	E $\flat$ *	A $\flat$	C $\flat$ /B*	E*	A		
	Harmonic Minor	B*	E*	A	D*	G	C*	F	A $\flat$ /G#	C#*	F#		
	Melodic Minor	B*	E*	A	D*	G	C*	F	A $\flat$ /G#	C#*	F#		
	Chromatic	F# chromatic											
	Articulation	All slurred; all tongued; slur 2 tongue 2; tongue 2 slur 2.									M.M. $\text{♩}$ = 72 in $\text{♩}$		
<b>MPL FIVE</b>	Major	D*	G	C*	F*	B $\flat$ *	E $\flat$ *	A $\flat$	D $\flat$ /C#*	G $\flat$ /F#	C $\flat$ /B*	E*	A
	Harmonic Minor	B*	E*	A	D*	G	C*	F*	B $\flat$ /A#*	E $\flat$ /D#*	A $\flat$ /G#	C#*	F#
	Melodic Minor	B*	E*	A	D*	G	C*	F*	B $\flat$ /A#*	E $\flat$ /D#*	A $\flat$ /G#	C#*	F#
	Chromatic	G chromatic											
	Articulation	All slurred; all tongued; slur 2 tongue 2; tongue 2 slur 2.									M.M. $\text{♩}$ = 80 in $\text{♩}$		

Scales marked \* are to be played two octaves.

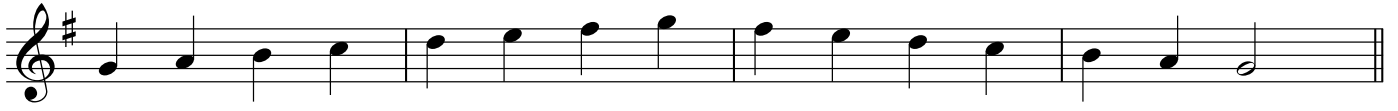
Tenor Saxophone  
Level One

♩ = 66

C Major



G Major



F Major



E Harmonic Minor



A Harmonic Minor



D Harmonic Minor



C Chromatic



Advantage

Fingerings



Open ○  
 Pressed ●  
 Alternate Fingerings (blue outline)

B $\flat$	B	C	C#	D $\flat$
D	D#	E $\flat$	E	F
F#	G $\flat$	G	G#	A $\flat$
A	A#	B $\flat$	B	

The diagram shows fingerings for each note on a treble clef staff. Each note is accompanied by a saxophone body diagram where black dots indicate pressed keys and white circles indicate open keys. Blue outlines represent alternate fingerings. Vertical dashed lines separate the columns for each note.

The following products are recommended for the care of your instrument:

- Cleaning Gauze
- Cleaning Swab
- Cork Grease
- Pad Cleaning Paper
- Polishing Cloth
- Saxophone Swab
- Tone Hole Cleaner
- Woodwind Mouthpiece Brush

C	C# D $\flat$	D	D# E $\flat$	E
F	F# G $\flat$	G	G# A $\flat$	A
A# B $\flat$	B	C	C# D $\flat$	D
D# E $\flat$	E	F	F#	

