Creekside Middle School Band Try-ons

Student Info	Name: 1. 2. 3.	

Tester Evaluation & Comments	Rate each instrument tried according to the following scale: *4: Able to get a good sound right away. Instrument seems to be a natural fit.* *3: Required additional coaching, but was able to produce a good sound after time.* *2: Unable to get a characteristic sound. Instrument seems to be a poor fit.* *1: Could not get a sound on instrument, even after substantial coaching.* Flute _____ Clarinet _____ Horn _____ Oboe _____ Saxophone _____ Trombone _____ Bassoon _____ Trumpet _____ Euphonium _____ Tuba _____ Tester Signature _____

Focus and Attention	Student is highly focused and attentive	Student shows average focus and attention.	Student displays some difficulty with focus and attention	Student was easily distracted and had difficulty concentrating on task.

Flute Student plays on head joint only, check hand/ finger/ arm size on entire flute without playing.	Embouchure (circle): Excellent Adequate Deficient How?_____		
	Sustain pitch # of seconds on head joint 1 2 3 4 5 More	Circle tones produced on head joint: Closed Open Closed Overblown Open Overblown	Quality of Sound: Excellent Good Adequate Weak

Oboe/ Bassoon Student produces sound on reed, then produces sound on instrument with tester or student fingering, depending upon the student's aptitude.	Embouchure (circle): Excellent Adequate Deficient How?_____		
	Quality of Sound: Excellent Good Adequate Weak		
	Sustain pitch # of seconds on instrument 1 2 3 4 5 More	Aptitude: Strong OK Weak	Size OK? Oboe: Yes No Bassoon: Yes No

«Preferred» «Last »

Clarinet/ Sax

Student produces sound on mouthpiece, then produces notes on instrument with *tester fingering* on clarinet and *student fingering* on saxophone

Quality of Sound:
Excellent Good Adequate Weak Pitch significantly flat

Embouchure (circle): Excellent Adequate Deficient How?_____

Sustain pitch # of seconds on mouthpiece-barrel or mouthpiece-neck
1 2 3 4 5 More

CLARINET: Tester fingering:

Throat tones

Descending to _____

Upper Register to _____

SAX: Student fingering beginning w/ 3rd line B and descending by adding one finger at a time. Circle all performed.

B A G F E D
none

Size OK?
Clarinet: Yes No
Alto: Yes No
Tenor: Yes No

For Clarinet consider: Is student double jointed in fingers? Can they fully cover all tone holes and reach pinky keys?

High Brass

Student produces buzz on the mouthpiece, then produces sound on instrument. If more than one brass instrument is tried, list aptitude on each.

Embouchure (circle):
Excellent Adequate Deficient How?_____

Physical Considerations
(body or lip size, braces, etc.)

Buzz on mouthpiece (if more than one brass instrument tested, indicate each):
Strong Adequate Weak None

Sustain pitch # of seconds on mouthpiece

1 2 3 4 5 More

Circle all pitches played on instrument:

Tpt: Lower C D E F G Higher

Horn: Lower C E G C Higher

Low Brass

Student produces buzz on the mouthpiece, then produces sound on instrument. If more than one brass instrument is tried, list aptitude on each.

Embouchure (circle):
Excellent Adequate Deficient How?_____

Physical Considerations
(body or lip size, braces, etc.)

Buzz on mouthpiece (if more than one brass instrument tested, indicate each):
Strong Adequate Weak None

Sustain pitch # of seconds on mouthpiece

1 2 3 4 5 More

Circle all pitches played on instrument:

Trb/Bar: Lower Bb F Bb Higher

Tuba: Lower Bb F Bb Higher