Piccolo

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

If you audition for piccolo you must perform complete, separate auditions on both the flute and the piccolo.

Chromatic Scale

to be performed with a metronome
Flute (Piccolo)

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1
to be performed without a metronome

A la marcia  \( \frac{d}{d} = 120-144 \)

\( f \) sempre poco staccato e marcato \( mf \)

5

13

cresc. poco a poco

21

cresc. poco a poco

\( f \)

ff
Flute (Piccolo)

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on
• Accuracy of notes, pulse & rhythm
• Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
• Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
• Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

Espressivo e cantabile

\[ \frac{\text{\#}}{\text{\#}} \] = 63-72

\[ \text{\#} \] 5

\[ \text{\#} \] 9

\[ \text{\#} \] 13

\[ \text{\#} \] poco rit.

This piece is to be performed without a metronome.
AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.
- Scale Choice: you have a choice to play either the 2- or 3-octave scale, but not both. Extra credit is given for performing 3 octaves only if your tone and fluency remain pure and clean.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Two Octaves

\[ \downarrow = 70-100 \]

Chromatic Scale
to be performed with a metronome

Three Octaves

\[ \downarrow = 70-100 \]
Flute (Piccolo)

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia \( \frac{d}{d} = 120-144 \)

\[\text{f sempre poco staccato e marcato}\]

\[\text{mf}\]

\[\text{cresc. poco a poco}\]

\[\text{f cresc. poco a poco}\]

\[\text{ff}\]
Flute (Piccolo)

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\( \text{\textit{b} = 63-72} \)

\[ \frac{\text{\textit{b}}}{\text{\textit{b}}} \]
This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

**Chromatic Scale**

*to be performed with a metronome*

\( \text{\( \frac{\text{j}}{\text{}} \) = 70-100} \)
Oboe

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on
- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia \( \text{\text COPY DUR} = 120-144 \)

\( f \) sempre poco staccato e marcato \( \text{mf} \)

\( \text{cresc. poco a poco} \)

\( f \) cresc. poco a poco

\( \text{ff} \)
AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

**Etude 2**

*Espressivo e cantabile*

\[ \dot{\text{J}} = 63-72 \]

![Etude 2 music notation]
Clarinet in B♭

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

to be performed with a metronome

\[
\text{\( \frac{\text{j}}{\text{= 70-100}} \)}
\]
AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria. You have the option of earning extra credit by playing the alternative line (ossia) during your performance. Playing the ossia part will improve your chances of being assigned as one of the First Clarinets in the band.

Etude 1

to be performed without a metronome

\[ \text{A la marcia } \quad \text{\( \dot{\text{d}} = 120-144 \)} \]
AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\[ \text{\textit{Espressivo e cantabile}} \]

\[ \text{j} = 63-72 \]

\[ \text{mp} \]

\[ \text{mf} \]

\[ \text{poco rit.} \]

\[ \text{mp} \]

\[ \text{mf} \]

\[ \text{poco rit.} \]

\[ \text{mp} \]
Bass Clarinet in B♭

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

*to be performed with a metronome*

\[ \text{\textit{\textbf{\textcircled{Q}}}} = 70-100 \]
Bass Clarinet in B♭

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

• Accuracy of pitches, rhythms, and stability of pulse
• Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
• Articulation, musical style & expression
• Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

A la marcia \( \text{\( \frac{d}{d} \) } = 120-144 \) to be performed without a metronome

\[ \text{\( \frac{d}{d} \text{ sempre poco staccato e marcato} \)} \]

\[ \text{\( \frac{f}{f} \)} \]

\[ \text{\( \frac{m}{m} \)} \]

\[ \text{\( \frac{\text{cresc. poco a poco}}{\text{cresc. poco a poco}} \)} \]

\[ \text{\( \frac{f}{f} \text{ cresc. poco a poco} \)} \]
Bass Clarinet in B♭

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\[ \frac{\text{\textbf{J}} = 63-72}{\text{\textbf{J}}} \]

\[ \frac{\text{mp}}{\text{mp}} \]

\[ \frac{\text{mf}}{\text{mf}} \]

\[ \frac{\text{5}}{\text{5}} \]

\[ \frac{\text{mp}}{\text{mp}} \]

\[ \frac{\text{mf}}{\text{mf}} \]

\[ \frac{\text{9}}{\text{9}} \]

\[ \frac{\text{mp}}{\text{mp}} \]

\[ \frac{\text{mf}}{\text{mf}} \]

\[ \frac{\text{13}}{\text{13}} \]

\[ \frac{\text{mp}}{\text{mp}} \]

\[ \frac{\text{f}}{\text{f}} \]

\[ \frac{\text{poco rit.}}{\text{poco rit.}} \]
Bassoon

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

to be performed with a metronome

\[ \text{\( \downarrow = 60-100 \)  } \]
Bassoon

**AMIS Middle School Honor Band Audition - Set 1**

This performance is assessed on:

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

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**Etude 1**

_to be performed without a metronome_

_A la marcia_  \( \frac{d}{=} = 120-144 \)

\[
\{1\} \quad \{5\} \quad \{13\} \quad \{21\} \quad \{29\}
\]

---

\[f\] _sempre poco staccato e marcato_  \[mf\]

\[f\] _cresc. poco a poco_  \[ff\]
Bassoon

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\( \text{Tempo} \quad \text{d} = 63-72 \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)

\( \begin{array}{c}
\text{mp} & \text{mf} \\
\end{array} \)
Alto Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

to be performed with a metronome

\[ \text{Tempo: } \frac{4}{4} \quad \text{q} = 70-100 \]
Alto Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia  \( \text{\textit{d}} = 120-144 \)

\( \text{\textit{f}} \) sempre poco staccato e marcato

\( \text{\textit{mf}} \)

\( \text{\textit{f}} \) cresc. poco a poco

\( \text{\textit{ff}} \)
Alto Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\( \text{\textit{poco rit.}} \)

mp

mf

\( \text{\textit{f}} \)

mp

mf

\( \text{\textit{poco rit.}} \)
Tenor Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

to be performed with a metronome

\( \text{\( j = 70-100 \)}}}
Tenor Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

• Accuracy of pitches, rhythms, and stability of pulse
• Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
• Articulation, musical style & expression
• Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia $d = 120-144$

$\text{f} \quad \text{sempre poco staccato e marcato}$

$\text{mf}$

$cresc. \ poco \ a \ poco$

$ff$
Tenor Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

$\frac{\text{\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\text\t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Baritone Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale
to be performed with a metronome

\[ \text{\( \bar{\text{\(\text{j}\)}}\text{= 70-100}\) }\]
Baritone Saxophone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia \( \downarrow = 120-144 \)

\[ \text{f sempre poco staccato e marcato} \]

\[ \text{mf} \]

\[ \text{cresc. poco a poco} \]

\[ \text{ff} \]

This performance is assessed on

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.
This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

$\text{\per 63-72}$
Horn in F

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

to be performed with a metronome

\[ \frac{3}{4} \]

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Horn in F

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia \( \frac{d}{r} = 120-144 \)

\( f \) sempre poco staccato e marcato

\( \text{cresc. poco a poco} \)

\( f \) cresc. poco a poco

\( \text{ff} \)
This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

**Etude 2**

*to be performed without a metronome*

Espressivo e cantabile

\[ \text{\textbf{\textit{Etude 2}}}
\]

\[ \text{\textbf{\textit{Espressivo e cantabile}}}
\]

\[ \text{\textbf{\textit{Espressivo e cantabile}}}
\]

\[ \text{\textbf{\textit{Espressivo e cantabile}}}
\]
This performance is assessed on:

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale
to be performed with a metronome

\( \frac{1}{4} = 70-100 \)
This performance is assessed on:

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

to be performed without a metronome

A la marcia \( \dot{d} = 120-144 \)

\( f \) sempre poco staccato e marcato

\( mf \)

\( 5 \)

\( 13 \)

\( 21 \)

\( \text{cresc. poco a poco} \)

\( 29 \)

\( f \) cresc. poco a poco

\( ff \)
Trumpet in B♭

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on
- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\( \text{\textit{Espressivo e cantabile}} \)

\( \text{\textit{j} = 63-72} \)

The performance is to be assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.
This performance is assessed on:

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Use of legato tonguing on the descending portion of this scale
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale
to be performed with a metronome

\[ \text{\( \frac{\text{tempo}}{60-100} \)} \]
Trombone

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

• Accuracy of pitches, rhythms, and stability of pulse
• Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
• Articulation, musical style & expression
• Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

A la marcia $d = 120-144$ to be performed without a metronome

\[
\begin{align*}
\text{\tiny \textit{f sempre poco staccato e marcato}}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny 5}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny \textit{mf}}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny 13}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny \textit{cresc. poco a poco}}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny 21}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny \textit{f cresc. poco a poco}}
\end{align*}
\]

\[
\begin{align*}
\text{\tiny ff}
\end{align*}
\]
This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

*to be performed without a metronome*

Espressivo e cantabile

\[ \frac{\text{j}}{\text{=} \, 63-72} \]

\[ \teq 5 \]

\[ \teq 9 \]

\[ \teq 13 \]

\[ \text{mp} \quad \text{mf} \quad \text{f} \quad \text{poco rit.} \]
Euphonium B.C.

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale
to be performed with a metronome

\[ \text{\( \frac{3}{4} \)} \]

\[ \text{\( \frac{3}{4} \)} \]

\[ \text{\( \frac{3}{4} \)} \]

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\[ \text{\( \frac{3}{4} \)} \]

\[ \text{\( \frac{3}{4} \)} \]
This performance is assessed on:

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

**Etude 1**

*To be performed without a metronome*

\[ \text{\textit{A la marcia}} \quad \dot{j} = 120-144 \]

\[ f \quad \text{sempre poco staccato e marcato} \]

\[ mf \]

\[ 5 \]

\[ \text{cresc. poco a poco} \]

\[ 21 \]

\[ f \quad \text{cresc. poco a poco} \]

\[ ff \]

\[ \]
Euphonium BC

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\[ \text{\textit{j} = 63-72} \]

\[ \begin{array}{c}
\text{mp} \quad \text{mf} \\
\text{\textit{Etude 2}}
\end{array} \]

\[ \text{\textit{mp}} \quad \text{\textit{mf}} \]

\[ \text{\textit{mp}} \quad \text{\textit{mf}} \]

\[ \text{\textit{mp}} \quad \text{\textit{mf}} \]

\[ \text{\textit{poco rit.}} \]

This performance is assessed on

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Etude 2

to be performed without a metronome

Espressivo e cantabile

\[ \text{\textit{j} = 63-72} \]

\[ \begin{array}{c}
\text{mp} \quad \text{mf} \\
\text{\textit{Etude 2}}
\end{array} \]

\[ \text{\textit{mp}} \quad \text{\textit{mf}} \]

\[ \text{\textit{mp}} \quad \text{\textit{mf}} \]

\[ \text{\textit{mp}} \quad \text{\textit{mf}} \]

\[ \text{\textit{poco rit.}} \]
Euphonium T.C.

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

· Accuracy of notes, rhythms, playing precisely with the metronome
· Playing the given articulations
· Tone quality, dynamics & intonation
· Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

\[ \begin{array}{c}
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\end{array} \]

\[ \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qqua
Euphonium TC

AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on:

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Etude 1

A la marcia \( \text{\textit{d}} = 120-144 \) 

\( f \) sempre poco staccato e marcato

\( \text{mf} \)

\( \text{cresc. poco a poco} \)

\( \text{ff} \)
This performance is assessed on

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

**Etude 2**

to be performed without a metronome

Espressivo e cantabile

\[ \text{\textit{Espressivo e cantabile}} \]

\[ \text{\textit{Etude 2}} \]

\[ \text{\textit{to be performed without a metronome}} \]

\[ \text{\textit{Espressivo e cantabile}} \]

\[ \text{\textit{Etude 2}} \]

\[ \text{\textit{to be performed without a metronome}} \]

\[ \text{\textit{Espressivo e cantabile}} \]

\[ \text{\textit{Etude 2}} \]

\[ \text{\textit{to be performed without a metronome}} \]

\[ \text{\textit{Espressivo e cantabile}} \]

\[ \text{\textit{Etude 2}} \]

\[ \text{\textit{to be performed without a metronome}} \]
This performance is assessed on

- Accuracy of notes, rhythms, playing precisely with the metronome
- Playing the given articulations
- Tone quality, dynamics & intonation
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Please ensure that the metronome will be heard clearly on the recording and that you can also hear it well while playing.

Chromatic Scale

to be performed with a metronome

\[ \text{\textcopyright} \]
This performance is assessed on:

- Accuracy of pitches, rhythms, and stability of pulse
- Phrasing: the commas show the end of phrases, but are neither compulsory breath marks nor the only possible breathing places.
- Articulation, musical style & expression
- Tone quality, dynamics & intonation

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria. You have the option of playing the alternate line (ossia) during your performance to earn additional credit.
This performance is assessed on:

- Accuracy of notes, pulse & rhythm
- Phrasing: the commas show suggested phrase ends, but are neither compulsory breath marks, nor the only possible breathing places.
- Articulation, musical style & expression. Notes not under a slur should be played using legato tonguing.
- Tone quality, dynamics & intonation. The given dynamics are suggested, but you may alter them in order to better express yourself.

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas. You have the option of playing the alternative line (ossia) during your performance to earn additional credit.

Espressivo e cantabile

to be performed without a metronome

Etude 2

\[ q = 63-72 \]
AMIS Middle School Honor Band Audition - Set 1
New this year: Percussionists must play all three instruments - 4 tracks total.

This performance is assessed on:

- Accuracy of notes, pulse & rhythm, playing precisely with the metronome
- Clarity of sound and musicality
- Evenness and length of tremolos
- Tempo: credit is given for playing this scale at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Mallet Scale

\textit{to be performed with a metronome}

To be played on a xylophone or marimba using medium hard mallets

\begin{music}
\begin{musicnotes}
\end{music}
\end{music}
AMIS Middle School Honor Band Audition - Set 1

Mallet etude to be performed on xylophone or marimba

This performance is assessed on:
• Accuracy of notes, pulse, and rhythm
• Musical style, dynamics, and expression

Within a given range, choose a tempo which allows you to best express your interpretation of the musical ideas.

Mallets Etude

\[ \frac{4}{4} \]

\( \text{to be performed without a metronome} \)

\( \text{mp} \quad \text{mf} \)

\( 5 \)

\( \text{mp} \quad \text{mf} \)

\( 9 \)

\( \text{mp} \quad \text{mf} \)

\( 13 \)

\( \text{mp} \quad \text{f} \quad \text{poco rit.} \quad \text{mp} \)
AMIS Middle School Honor Band Audition - Set 1

This performance is assessed on

- Accuracy of rhythms and stability of pulse
- Clarity of sound & evenness of sticking.
- Musical style and expression

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Snare Etude

to be performed without a metronome

A la marcia \( \text{\textit{j}} = 120-144 \)

\( f \)

\( \text{\textit{p}} \)

\( \text{\textit{cresc. poco a poco}} \)

\( \text{\textit{f}} \)

\( \text{\textit{ff}} \)
Performances are assessed on:
- Accuracy of notes, pulse, and rhythms
- Articulation, musical style, and expression.

N.B. Credit is given for playing this etude at the upper end of the tempo range, but this should not be at the expense of any of the above assessment criteria.

Timpani Etude

to be performed without a metronome

A la Marcia \( \text{\( \dot{\text{q}} \)} = 120-144 \)

\( \text{\( f \)} \)

\( \text{\( mf \)} \)

\( \text{\( mp \)} \)

\( \text{\( ff \)} \)

\( \text{\( fpp \)} \)

\( \text{\( cresc \ poco \ a \ poco \)} \)