

Course Companion Document

Department: Music

Course: Concert Winds, Symphonic Band, Symphonic Winds, Wind Ensemble

The following outlines what a student should know and be able to do as a result of taking this course.

Students can use this document to self-assess each learning target and / or as documentation of evidence provided by learning target.

Targets for Both Semesters	Assessments	No Evidence (0)	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
		Student has not submitted or produced evidence of understanding/ application of skill.	Unable to demonstrate understanding or show application of skill without support or evidence is not complete.	Inconsistently or partially demonstrates understanding or shows application of skill.	Consistently demonstrates complete and consistent understanding/ap plication of skill or concept.	Demonstrates complete understanding/ap plication of skill or concept and deeper learning of concepts or skills beyond the level explicitly taught.
Strand 1: Musical Literacy, Knowledge, and Skills		0	1	2	3	4
Reads and performs correct pitches (within the given key signature)	<i>Playing assessments</i>	No attempt made	The student is unable to identify printed pitches and/or placement or fingerings on their instrument within the given musical excerpt or exercise	The student identifies and performs a majority of pitches correctly with occasional note and/or key signature errors	The student identifies and performs all pitches correctly within the given musical excerpt or exercise	The student is proficient AND demonstrates skills at a more advanced level than the assessment
Reads and performs correct rhythms (within the given time signature)	<i>Playing assessments</i>	No attempt made	The student is unable to identify printed note values and/or their duration within the given musical excerpt or exercise	The student identifies and performs a majority of the rhythms correctly within the given musical excerpt or exercise	The student identifies and performs all of the rhythms correctly within the given musical excerpt or exercise	The student is proficient AND demonstrates skills at a more advanced level than the assessment

Reads and performs printed musical indicators such as dynamics and technical or stylistic expressions	<i>Playing assessments</i>	No attempt made	The student is unable to identify printed indicators and their definitions within the given musical excerpt or exercise	The student identifies and performs some off the musical indicators within the given musical excerpt or exercise	The student identifies and performs virtually all off the musical indicators within the given musical excerpt or exercise	The student is proficient AND demonstrates skills at a more advanced level than the assessment
Strand 2: Production Knowledge and Application		0	1	2	3	4
Produces a characteristic tone on the instrument	<i>Playing assessments</i>	No attempt made	The student's tone is uncontrolled or not characteristic for their instrument	The student produces a characteristic tone at times, without consistency or only within a limited range	The student produces a characteristic tone consistently and in all of the ranges required for the given musical excerpt or exercise	The student produces a characteristic tone consistently and in extended ranges as demonstrated through scales/technical exercises in multiple octaves or more advanced excerpts
Produces pitches with accurate intonation (individually or relative to the student's part within an ensemble)	<i>Playing assessments</i>	No attempt made	The student's intonation is uncontrolled or inconsistent	The student's intonation is accurate at times, but inconsistent or only within a limited range. The student generally does not adjust when inaccurate.	The student's intonation is consistently accurate (or adjustments are made quickly and accurately) in all of the ranges required for the given musical excerpt or exercise	The student's intonation is consistently accurate in all of the ranges required for the given musical excerpt or exercise AND the student adjusts their individual pitch in response to their role in an interval, chord, or ensemble
Produces the appropriate articulations within the musical excerpt	<i>Playing assessments</i>	No attempt made	The student does not demonstrate	The student uses the correct	The student's articulations consistently	The student is proficient AND demonstrates

			the ability to articulate correctly or consistently	articulation technique, but the articulations used do not consistently match the printed indication	match the printed indication within the given musical excerpt or exercise	the ability to match their articulation, style, and note length with their section or the ensemble.
Demonstrates technical fluency and instrumental facility within the musical excerpt	<i>Playing assessments</i>	No attempt made	The student's performance of the musical excerpt or exercise includes errors, glitches, or unevenness in their technique	The student's performance of the musical excerpt or exercise is accurate, with only minor glitches or unevenness in their technique	The student's technical performance within the musical excerpt or exercise is accurate, even, and demonstrates fluency	The student demonstrates skills beyond proficiency through extended range, increased tempo, or other, more rigorous criteria
Demonstrates the control of pulse as well as rhythmic accuracy within the musical excerpt (individually or relative to the student's part within an ensemble)	<i>Playing assessments</i>	No attempt made	The student's performance includes significant rhythmic errors or tempo fluctuation	The student performs mostly correct rhythms with minor fluctuations in tempo	The student performs correct rhythms within a steady tempo	The student is proficient AND demonstrates skills at a more advanced level than the assessment
Strand 3: Performance Skills and Artistry		0	1	2	3	4
Interprets and performs the musical excerpt as intended by the composer/conductor	<i>Playing assessments</i>	No attempt made	The student's performance does not demonstrate understanding of the composer's or conductor's intention	The student's performance inconsistently demonstrates understanding of the composer's or conductor's intention	The student's performance consistently demonstrates understanding of the composer's or conductor's intention	The student is proficient AND demonstrates interpretation beyond the composer's or conductor's intention
Displays musicianship through expression	<i>Playing assessments</i>	No attempt made	The student's performance does not include expressive qualities	The student's performance inconsistently includes expressive qualities	The student's performance consistently includes expressive qualities	The student's performance exhibits a sophisticated or mature level of

						expression and nuance
Strand 4: Rehearsal and Performance Professionalism		0	1	2	3	4
Displays professionalism through appropriate rehearsal etiquette over the course of a grading period/semester		Does not actively, appropriately, or professionally participate in rehearsals	Rarely participates actively, appropriately, or professionally in rehearsals	Inconsistently participates actively, appropriately, and professionally in rehearsals	Consistently participates actively, appropriately, or professionally in rehearsals	Consistently participates actively, appropriately, or professionally in rehearsals and is highly attentive and engaged; demonstrates leadership
Displays professionalism through appropriate performer etiquette over the course of a grading period/semester		Does not actively, appropriately, or professionally participate in performances; is absent from all required/graded performances	Rarely participates actively, appropriately, or professionally in performances; is absent from more than one required/graded performances	Sometimes participates actively, appropriately, and professionally in performances; is absent from one required/graded performance	Consistently participates actively, appropriately, and professionally in performances	Consistently participates actively, appropriately, and professionally in performances; performs in additional groups such as school jazz/marching/chamber groups and/or honor ensembles/ILMEA, etc.
Displays professionalism through appropriate audience etiquette over the course of a grading period/semester		Is not attentive or does not demonstrate appropriate etiquette in the audience at required/graded performances; is absent from all required/graded performances	Is not attentive or does not demonstrate appropriate etiquette in the audience at required/graded performances; is absent from more than one required/graded performances	Sometimes demonstrates appropriate etiquette in the audience at required/graded performances; is absent from one required/graded performance	Consistently demonstrates appropriate etiquette in the audience at all required/graded performances	Consistently demonstrates appropriate etiquette in the audience at all required/graded performances; is in attendance at additional school performances or college/professional programs
Demonstrates reflection and self-assessment over the course of a grading period/semester		Does not demonstrate	Rarely demonstrates	Student provides some responses to in-class	Student provides thorough responses to	Is proficient AND student takes ownership of

		reflection or self-assessment	reflection or self-assessment	reflections or self-assessment and/or questioning during rehearsals	in-class reflections or self-assessment and/or questioning during rehearsals	their individual growth through self-assessment and self-motivation outside of the classroom
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