



Band Grade 5 Creative / Productive (CP)						
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.	
CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.	Musical Literacy	Listening / Tuning	• I can play a consistent sound with appropriate tone on tuning pitch with consistent help.	• I can play a consistent sound with appropriate tone on tuning pitch with occasional assistance.	• I can play a consistent sound with appropriate tone on tuning pitch.	• I can experiment adjusting pitch for tuning , with the teacher’s help.
		Theory	• I can name notes in the Concert Bb scale as required by class repertoire with consistent help.	• I can name notes in the Concert Bb scale as required by class repertoire with occasional assistance.	• I can name notes in the Concert Bb scale as required by class repertoire.	• I can name notes in additional keys, which may include accidentals.
		Dynamics	• I can apply the following dynamics references: <i>p, f</i> .	• I can apply most of the following dynamics references: <i>p, mp, mf, f</i> .	• I can apply most of the following dynamics references, <i>p, mp, mf, f, crescendo, decrescendo.</i>	• I can consistently apply all of the following dynamics references: <i>p, mp, mf, f, pp, ff, crescendo, decrescendo.</i>
		Articulation	• I can play a few of the following articulations: <i>slur all, tongue all, accents.</i>	• I can play most of the following articulations: <i>slur all, tongue all, accents.</i>	• I can play the following articulations as indicated: <i>slur, staccato and accents.</i>	• I can consistently play the following articulations as indicated: <i>slur, staccato and accents.</i>
		Duration	• I can understand and/or apply a few note values and rests of: whole, half, dotted half, quarter, 2 beamed eighths.	• I can understand and apply most note values AND rests of: whole, half, dotted half, quarter, 2 beamed eighths.	• I can understand and apply note values AND rests of: whole, half, dotted half, quarter, 2 beamed eighths.	• In addition to Level 3, I can understand and apply note values and rests of dotted quarter.
		Terms	• I can understand and apply <i>staff, measure</i> indicators with consistent help.	• I can understand and apply <i>fermata, ritardando and tempo, staff, measure, tie</i> indicators with occasional	• I can understand and apply <i>fermata, ritardando and tempo, staff, measure, tie</i> indicators with minimal guidance.	• I can understand and apply <i>fermata, ritardando and tempo, staff, measure, tie</i> indicators independently.



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	Form	<ul style="list-style-type: none"> ○ I understand and can apply some of the phrasing and repetition indicators to class repertoire with consistent help. 	<ul style="list-style-type: none"> ○ I understand and can apply most of the phrasing and repetition indicators to class repertoire with occasional assistance. 	<ul style="list-style-type: none"> ○ I understand and can apply phrasing and repetition indicators to the class repertoire. 	<ul style="list-style-type: none"> ○ I understand and can apply the following: phrasing, repetition, D.S. al fine (Dal Segno), D.S. (or D.C) al coda to the class repertoire.
	Symbols	<ul style="list-style-type: none"> ● I can understand and apply some of the following symbols to class repertoire: <ul style="list-style-type: none"> ○ accidentals (sharp, flat, natural), ○ bar, bar line, ○ my own clef(s), ○ concert Bb key signature, ○ time signatures (common time, 4/4, 3/4, 2/4) with consistent help. 	<ul style="list-style-type: none"> ● I can understand and apply most of the following symbols to class repertoire: <ul style="list-style-type: none"> ○ accidentals (sharp, flat, natural), ○ bar, bar line, ○ my own clef(s), ○ concert Bb key signature, ○ time signatures (common time, 4/4, 3/4, 2/4) with occasional assistance. 	<ul style="list-style-type: none"> ● I can understand and apply the following symbols to class repertoire: <ul style="list-style-type: none"> ○ accidentals (sharp, flat, natural), ○ bar, bar line, ○ my own clef(s), ○ concert Bb key signature, ○ time signatures (common time, 4/4, 3/4, 2/4) with minimal guidance. 	<ul style="list-style-type: none"> ● I can understand and apply the following symbols to class repertoire: <ul style="list-style-type: none"> ○ accidentals (sharp, flat, natural), ○ bar, bar line, ○ my own clef(s), ○ concert Bb key signature, ○ time signatures (common time, 4/4, 3/4, 2/4) independently.



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Instrumental Technique	Fun-damentals	<ul style="list-style-type: none"> • I demonstrate some of the following techniques: <ul style="list-style-type: none"> ○ proper instrument assembly ○ proper instrument maintenance ○ playing position ○ tone [through good embouchure (winds), hand position, and breath support (winds)], with consistent help. 	<ul style="list-style-type: none"> • I demonstrate most of the following techniques: <ul style="list-style-type: none"> ○ proper instrument assembly ○ proper instrument maintenance ○ playing position ○ tone [through good embouchure (winds), hand position, and breath support (winds)], with occasional assistance. 	<ul style="list-style-type: none"> • I consistently demonstrate: <ul style="list-style-type: none"> ○ proper instrument assembly ○ proper instrument maintenance ○ playing position ○ tone [through good embouchure (winds), hand position, and breath support (winds)], with minimal guidance. 	<ul style="list-style-type: none"> • I consistently demonstrate: <ul style="list-style-type: none"> ○ proper instrument assembly ○ proper instrument maintenance ○ playing position ○ tone [through good embouchure (winds), hand position, and breath support (winds)], independently.
	Range	<ul style="list-style-type: none"> • I can play a few of the notes with a good characteristic sound, throughout the range required by our repertoire with consistent help. 	<ul style="list-style-type: none"> • I can play most of the notes with a good characteristic sound, throughout the range required by our repertoire with occasional assistance. 	<ul style="list-style-type: none"> • I can play the notes of a Concert Bb scale, with a good characteristic sound, throughout the range required by class repertoire. 	<ul style="list-style-type: none"> • I can play the notes of a Concert Bb scale, with a good characteristic sound, beyond the range required by class repertoire.
	Technical Proficiency	<ul style="list-style-type: none"> • I can play in the key of Concert Bb with consistent help. 	<ul style="list-style-type: none"> • I can play in the key of Concert Bb with occasional assistance. 	<ul style="list-style-type: none"> • I can play in the key of Concert Bb with minimal guidance. 	<ul style="list-style-type: none"> • I can play in the key of Concert Bb independently.



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Instrumental Technique: Percussion	Mallets	<ul style="list-style-type: none"> I can play with one mallet with help. 	<ul style="list-style-type: none"> I can play with one mallet. 	<ul style="list-style-type: none"> I can play with one mallet, and demonstrate the single stroke roll for sustained notes. 	<ul style="list-style-type: none"> I can sometimes play with two mallets.
	Snare Drum	<ul style="list-style-type: none"> I need consistent help to demonstrate some stick control between both hands -single, double, bounce, buzz roll, flam, OR single paradiddle techniques, as class per repertoire. 	<ul style="list-style-type: none"> I am beginning to demonstrate stick control between both hands - single, double, bounce, buzz roll, flam, OR single paradiddle techniques, as per class repertoire. 	<ul style="list-style-type: none"> I can demonstrate some stick control between both hands--single, double, bounce, buzz roll, flam, AND single paradiddle techniques, as per class repertoire. 	<ul style="list-style-type: none"> I can use proper stick control for dynamics (stick heights), single, double, bounce, buzz roll, flam, AND single paradiddle techniques, as per class repertoire.
	Cymbals	<ul style="list-style-type: none"> I can perform rolls and crashes as needed in the class repertoire with consistent help. 	<ul style="list-style-type: none"> I can perform rolls and crashes as needed in the class repertoire with occasional assistance. 	<ul style="list-style-type: none"> I can perform rolls and crashes as needed in the class repertoire. 	<ul style="list-style-type: none"> I can perform rolls and crashes as needed in the class repertoire, and perform general muffling.
	Other percussion: as available and needed	<ul style="list-style-type: none"> I use proper techniques for holding AND playing a few other percussion instruments as available and needed in class repertoire with consistent help. 	<ul style="list-style-type: none"> I use proper techniques for holding AND playing a few other percussion instruments as available and needed in class repertoire with occasional assistance. 	<ul style="list-style-type: none"> I use proper techniques for holding AND playing other percussion instruments as available and needed in class repertoire. 	<ul style="list-style-type: none"> I use proper techniques as well as appropriate striking area, muffling/dampening.



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	Interpretation	Phrasing	<ul style="list-style-type: none"> I can demonstrate developmentally appropriate phrasing with consistent help. 	<ul style="list-style-type: none"> I can demonstrate developmentally appropriate phrasing with occasional assistance. 	<ul style="list-style-type: none"> I can identify phrases, and demonstrate developmentally appropriate phrasing. 	<ul style="list-style-type: none"> I am beginning to shape musical phrases with direction from the teacher.
		Direction	<ul style="list-style-type: none"> I am becoming aware of conductor’s gestures and patterns. 	<ul style="list-style-type: none"> I can follow several of conductor’s gestures and patterns. 	<ul style="list-style-type: none"> I can follow most of conductor’s gestures and patterns. 	<ul style="list-style-type: none"> I can follow all of the conductor’s gestures and patterns.
	Ensemble Skills	<ul style="list-style-type: none"> I implement a few of the skills, techniques and attitudes necessary for successful ensemble performance (e.g. perform the specific tasks particular to my instrument; apply phrasing, rhythmic accuracy, and articulation; play in tune with good balance and tone; demonstrate a professional attitude in rehearsal and performance; accept appropriate critique; know the value of individual practice; know how to practice). 	<ul style="list-style-type: none"> I implement several of the skills, techniques and attitudes necessary for successful ensemble performance (e.g. perform the specific tasks particular to my instrument; apply phrasing, rhythmic accuracy, and articulation; play in tune with good balance and tone; demonstrate a professional attitude in rehearsal and performance; accept appropriate critique; know the value of individual practice; know how to practice). 	<ul style="list-style-type: none"> I implement many of the skills, techniques and attitudes necessary for successful ensemble performance (e.g. perform the specific tasks particular to my instrument; apply phrasing, rhythmic accuracy, and articulation; play in tune with good balance and tone; demonstrate a professional attitude in rehearsal and performance; accept appropriate critique; know the value of individual practice; know how to practice). 	<ul style="list-style-type: none"> I demonstrate leadership by offering help and guidance to others, and implement almost all of the skills, techniques and attitudes necessary for successful ensemble performance (e.g. perform the specific tasks particular to my instrument; apply phrasing, rhythmic accuracy, and articulation; play in tune with good balance and tone; demonstrate leadership; demonstrate a professional attitude in rehearsal and performance; accept appropriate critique; 	



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