



Band Grade 9 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.
CP9.7 Use voice, instruments, and technologies to express musical ideas.	Listening	<ul style="list-style-type: none"> I can aurally AND visually recognize the difference between Major and Minor Scales, with help. 	<ul style="list-style-type: none"> I can aurally and visually recognize the difference between Major and Minor Scales. 	<ul style="list-style-type: none"> I can identify the whole and half steps that compose a major AND minor scale. 	<ul style="list-style-type: none"> I can explain how I apply, aurally and visually, my knowledge of major and minor scales to any musical selection.
		<ul style="list-style-type: none"> I can aurally AND visually identify the basic intervals of PU, m2, M2, m3, M3, P4, M6 and P8 with help. 	<ul style="list-style-type: none"> I can aurally AND visually identify the basic intervals of PU, m2, M2, m3, M3, P4, M6, and P8. 	<ul style="list-style-type: none"> I can aurally OR visually identify intervals of m7 AND M7. 	<ul style="list-style-type: none"> I can aurally AND visually identify intervals of m7 AND M7.
		<ul style="list-style-type: none"> I can adjust my instrument for tuning on director's cue with help. 	<ul style="list-style-type: none"> I can adjust my instrument for tuning on director's cue with occasional guidance. 	<ul style="list-style-type: none"> I can adjust my instrument for tuning on director's cue. 	<ul style="list-style-type: none"> I can adjust my instrument for tuning as needed during performance.
	Duration	<ul style="list-style-type: none"> I can follow a few of the basic time signatures, notes OR rest values. 	<ul style="list-style-type: none"> I can follow most of the basic time signatures, notes OR rest values. 	<ul style="list-style-type: none"> I can follow all of the basic time signatures, notes AND rest values. 	<ul style="list-style-type: none"> I can use complex time signatures, notes AND rest values.
	Fundamentals	<ul style="list-style-type: none"> I can occasionally demonstrate a few of the following fundamentals: proper posture, embouchure, air usage, tone quality, OR attack. 	<ul style="list-style-type: none"> I can consistently demonstrate several of the following fundamentals: proper posture, embouchure, air usage, tone quality, OR attack. 	<ul style="list-style-type: none"> I can consistently demonstrate all of the following fundamentals: proper posture, embouchure, air usage, tone quality, AND attack. 	<ul style="list-style-type: none"> I can consistently demonstrate all of the following fundamentals: proper posture, embouchure, air usage, tone quality, and attack, AND explain the benefit of using proper technique.



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		• I can name a few of the notes throughout the range required by class repertoire.	• I can name most of the notes throughout the range required by class repertoire.	• I can name the notes throughout the range required by class repertoire.	• I can name the notes extending above and below the range required by class repertoire.
	Range	• I can play a few of the notes with a good characteristic sound throughout the range required by class repertoire.	• I can play most of the notes with a good characteristic sound throughout the range required by class repertoire.	• I can play the notes with a good characteristic sound throughout the range required by class repertoire.	• I can play the notes extending above and below the range required by class repertoire with good characteristic sound.
Comments					



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CP9.8 Combine the elements of music and principles of composition to express unified musical ideas.	Dynamics	<ul style="list-style-type: none"> I can perform a few of the basic marked dynamics in class repertoire. 	<ul style="list-style-type: none"> I can perform several marked dynamics in class repertoire during performance. 	<ul style="list-style-type: none"> I can perform all marked dynamics in class repertoire during performance. 	<ul style="list-style-type: none"> I can adapt the dynamic range in class repertoire to the performance situation.
	Articulation	<ul style="list-style-type: none"> I can perform a few of the basic articulations (slur, staccato, accents, tenuto, marcato) 	<ul style="list-style-type: none"> I can perform most of the basic articulations (slur, staccato, accents, tenuto, marcato) 	<ul style="list-style-type: none"> I can perform all of the basic articulations (slur, staccato, accents, tenuto, marcato). 	<ul style="list-style-type: none"> I can adapt the articulations (slur, staccato, accents, tenuto, marcato) to suit the mood or feel of the selection.
	Terms & Symbols	<ul style="list-style-type: none"> I can define a few musical terms and symbols that are found in class repertoire. 	<ul style="list-style-type: none"> I can define most musical terms and symbols that are found in class repertoire. 	<ul style="list-style-type: none"> I can define all of the musical terms and symbols found in class repertoire. 	<ul style="list-style-type: none"> I can define all of the musical terms and symbols found in our repertoire plus some that are not found in class repertoire.
	Form	<ul style="list-style-type: none"> I can understand and implement a few of the basic forms in class repertoire, with help. 	<ul style="list-style-type: none"> I can understand and implement several of the basic forms of music in class repertoire, with guidance. 	<ul style="list-style-type: none"> I can understand and implement all of the basic forms of music in class repertoire. 	<ul style="list-style-type: none"> I can understand and implement forms of music outside class repertoire.
	Phrasing	<ul style="list-style-type: none"> I can sometimes shape musical phrases with help from teacher. 	<ul style="list-style-type: none"> I can shape musical phrases with guidance from teacher. 	<ul style="list-style-type: none"> I can begin to shape musical phrases on my own. 	<ul style="list-style-type: none"> I can identify and shape musical phrases in various styles of music.
	Style	<ul style="list-style-type: none"> I can interpret a few musical styles with help from director. 	<ul style="list-style-type: none"> I can interpret a variety of musical styles within the class repertoire with guidance from director. 	<ul style="list-style-type: none"> I can interpret a variety of musical styles within the class repertoire. 	<ul style="list-style-type: none"> I can interpret a variety of musical styles outside of the class repertoire.



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Instrumental Technique: Percussion		<ul style="list-style-type: none"> I can follow or interpret most of the conductor's gestures and patterns some of the time. 	<ul style="list-style-type: none"> I can follow and interpret most of the conductor's gestures and patterns most of the time. 	<ul style="list-style-type: none"> I can interpret and follow the conductor's gestures and conducting patterns. 	<ul style="list-style-type: none"> I can follow and use conducting gestures and techniques within the group.
	Snare Drum	<ul style="list-style-type: none"> I can successfully perform at least one of the following rudiments on the snare drum with guidance: flam, buzz, and roll, as required by class repertoire. 	<ul style="list-style-type: none"> I can successfully perform a few of the following rudiments on the snare drum: flam, buzz, and roll, as required by class repertoire. 	<ul style="list-style-type: none"> I can successfully perform flam, buzz, and roll rudiments on the snare drum as required in class repertoire. 	<ul style="list-style-type: none"> I can successfully perform all of the recognized rudiments on snare drum in class repertoire as required.
	Mallet	<ul style="list-style-type: none"> I can perform a few of the following scales, with help from the director, with two mallets: Db, Ab, Eb, Bb, C Major and Bb chromatic. 	<ul style="list-style-type: none"> I can successfully, most of the time, perform the following scales using two mallets: Db, Ab, Eb, Bb, C Major and Bb Chromatic. 	<ul style="list-style-type: none"> I can successfully perform the following scales with multiple mallets: Db, Ab, Eb, Bb, C Major and Bb chromatic. 	<ul style="list-style-type: none"> I can successfully perform most major scales in one octave with multiple mallets.
	Timpani	<ul style="list-style-type: none"> I can sometimes, with help from the director, tune the timpani using the gauge OR ear. I need help to perform good stroke and dampening techniques. 	<ul style="list-style-type: none"> I can tune the timpani using a gauge to the proper pitches. I can use good stroke OR dampening techniques. 	<ul style="list-style-type: none"> I can tune the timpani using a gauge AND my ear to proper pitches. I can often use good stroke AND dampening techniques. 	<ul style="list-style-type: none"> I can tune the timpani using my ear to any pitch on multiple timpani. I have consistently good stroke and dampening technique
	Accessories	<ul style="list-style-type: none"> I can play a few of the percussion accessories required by class repertoire with proper technique and good 	<ul style="list-style-type: none"> I can play most of the percussion accessories required by class repertoire with proper technique and good 	<ul style="list-style-type: none"> I can play percussion the accessories required by class repertoire with proper technique and 	<ul style="list-style-type: none"> I can explore advanced percussion techniques on the accessories required by class repertoire.



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		sound.	sound.	good sound.		
Comments						



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<p>CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.</p>	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations to express perspectives and raise awareness about a topic of concern to youth, with help, respecting several of the co-constructed criteria. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations to express perspectives and raise awareness about a topic of concern to youth, with some guidance, respecting many of the co-constructed criteria. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations to express perspectives and raise awareness about a topic of concern to youth, respecting almost all the co-constructed criteria. 	<ul style="list-style-type: none"> I can create AND perform my own sound compositions, with improvisation, to express perspectives and raise awareness about a topic of concern to youth, respecting all the co-constructed criteria.
	<ul style="list-style-type: none"> I can adequately prepare, rehearse OR perform my structured compositions for select audiences, with direction, respecting several of the co-constructed criteria. 	<ul style="list-style-type: none"> I can adequately prepare, rehearse OR perform my structured compositions OR improvisations for select audiences, respecting many of the co-constructed criteria. 	<ul style="list-style-type: none"> I can adequately prepare, rehearse, AND perform my structured compositions OR improvisations for select audiences, respecting almost all the co-constructed criteria. 	<ul style="list-style-type: none"> I can meticulously prepare, rehearse, and perform my compositions and improvisations for any audience, respecting all the co-constructed criteria.
<p>Comments</p>				