

CONCERT BAND QUARTER 1
Yoko Kan, South Medford HS
Reading and Notating Music (National Standard 5)

I can read whole, half, quarter, eighth, sixteenth, and dotted rhythms/rests in simple meter, with consistent subdivisions.

MASTERY	ADVANCED	MEETS	APPROACHING	DEVELOPING
Student is able to consistently RANT the entire rhythmic excerpt, without error.	Student is able to consistently RANT the rhythm with subdivisions, with 1-2 errors.	Student is able to RANT the rhythm with more than 3-4 errors.	Student is able to identify some note and rest values.	Student is unable to RANT the rhythmic excerpt.

I can define and describe the terms "Tempo", "Dynamics", "Balance", "Blend", and "Intonation"

MASTERY	ADVANCED	MEETS	APPROACHING	DEVELOPING
Student can spell, identify, define, and describe different examples of each.	Student can define, spell, and identify all terms.	Student can define each term.	Student is unable to define or describe all terms.	Student is unable to define any terms.

Musical Concepts and Analysis (National Standards 6-9)

I can honestly evaluate my performance and the performances of others

MASTERY	ADVANCED	MEETS	APPROACHING	DEVELOPING
Student can use appropriate musical terms all of the time to evaluate a performance.	Student can use appropriate music terms most of the time to evaluate a performance.	Student can use appropriate musical terms with some misuse to evaluate a performance.	Student can use some musical terms with frequent misuse of term to evaluate a performance.	Student cannot use musical terms to evaluate a performance.

Instrumental Performance (National Standard 2)

I can demonstrate and perform with proper playing position, appropriate posture and breathe support.

MASTERY	ADVANCED	MEETS	APPROACHING	DEVELOPING
Student uses correct playing position and posture all of the time. Breath support is consistent.	Student uses correct playing position and posture all of the time. Breath support is consistent with minor lapses.	Student uses correct playing position and posture most of the time. Breath support is consistent with few lapses.	Student uses correct playing position and posture some of the time. Breath support is inconsistent.	Student does not use correct playing position and posture. Breath support is inconsistent.

I can perform the concert music with a characteristic tone quality for my instrument.

MASTERY	ADVANCED	MEETS	APPROACHING	DEVELOPING
Students tone is well focused and full. It is resonant and consistent at all times.	Students tone is focused almost all of the time. Lapses only occur at the most technically demanding times. Problems are quickly corrected.	Students tone is focused most of the time, distortion occurs in outer registers and dynamics. Fuzziness occurs at soft volumes.	Students tone is focused some of the time. Distortion occurs frequently.	Students tone is not focused. Fundamental techniques need correction.

I can perform whole, half, quarter, eighth, sixteenth, and dotted rhythms/rests in simple meter, with consistent subdivision and steady tempo.

MASTERY	ADVANCED	MEETS	APPROACHING	DEVELOPING
Student can perform the excerpt without error while maintain a steady beat.	Students can perform the excerpt with 1-2 errors.	Students can perform the excerpt with 3-4 errors.	Students can perform the excerpt with variance in tempo.	Students cannot play the excerpt.

ENSEMBLE SKILL EXAMPLES:

- ❖ I can bring a pencil to class and have it ready at all times.
- ❖ I can remain focused at all cutoffs.
- ❖ I can work cooperatively with my section.
- ❖ I can communicate effectively with my teacher and peers.