

Course Companion Document

Department: Music

Course: Concert Winds, Symphonic Band, Symphonic Winds, Wind Symphony, Wind Ensemble (revised April 2022)

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 (Both Semesters) | Assessments | Insufficient (0) | Beginning (1) | Progressing (2) | Developing (3) | Proficient (4) | Exceptional (5) |
|---|----------------------------|--|---|--|--|---|---|
| | | Demonstrates no understanding of concepts and skills. Evidence is invalid or insufficient. | Demonstrates a minimal understanding of concepts and skills. Evidence is inconsistent and/or inaccurate. | Demonstrates a basic understanding of concepts and skills. Evidence is inconsistent and partially accurate. | Demonstrates a basic understanding and partial application of concepts and skills. Evidence is mostly consistent and accurate. | Demonstrates complete understanding and application of concepts and skills. Evidence is consistent, accurate, and provided independently. | Demonstrates extensive understanding and application of concepts and skills beyond standard expectations. Evidence is creative and/or insightful. |
| Strand 1: Musical Literacy, Knowledge, Skills | | 0 | 1 | 2 | 3 | 4 | 5 |
| Reads and performs correct pitches (within the given key signature) | Playing assessments | No attempt made or insufficient evidence submitted | 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 most of the pitches correctly with occasional note and/or key signature errors | The student identifies and performs nearly all pitches correctly within the given musical excerpt or exercise | 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) | Playing assessments | No attempt made or insufficient evidence submitted | 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 most of the rhythms correctly within the given musical excerpt or exercise | The student identifies and performs nearly all 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 | Playing assessments | No attempt made or insufficient evidence submitted | The student is unable to identify printed indicators and their definitions within the given musical excerpt or exercise | The student identifies and performs some of the musical indicators within the given musical excerpt or exercise | The student identifies and performs most of the musical indicators within the given musical excerpt or exercise | The student identifies and performs virtually all of 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 | 5 |
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| Produces a characteristic tone on the instrument | Playing assessments | No attempt made or insufficient evidence submitted or demonstrated | 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 most the of the time | 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) | Playing assessments | No attempt made or insufficient evidence submitted or demonstrated | 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 accurate most of the time | 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 | Playing assessments | No attempt made or insufficient evidence submitted or demonstrated | The student does not demonstrate the ability to articulate correctly or consistently | The student uses the correct articulation technique, but the articulations used do not consistently match the printed indication | The student's articulations mostly match the printed indication within the given musical excerpt or exercise, with minor errors | The student's articulations consistently match the printed indication within the given musical excerpt or exercise | The student is proficient, demonstrates stylistically appropriate articulation, AND/OR demonstrates the ability to match their articulation, style, and note length with their section or the ensemble. |

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| Demonstrates technical fluency and instrumental facility within the musical excerpt | <i>Playing assessments</i> | No attempt made or insufficient evidence submitted or demonstrated | The student's performance of the musical excerpt or exercise includes significant errors, glitches, or unevenness in their technique | The student's performance of the musical excerpt or exercise is mostly accurate, with 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 or insufficient evidence submitted or demonstrated | 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, for distinct portions of the excerpt or exercise | The student performs correct rhythms within a steady tempo, for the duration of the excerpt or exercise | The student is proficient AND demonstrates skills at a more advanced level than the assessment |
| Demonstrates appropriate technique on percussion instruments | <i>Playing assessments</i> | No attempt made or insufficient evidence submitted or demonstrated | The student performs with an incorrect grip, fulcrum, stroke, or approach to the percussion instrument | The student performs with an appropriate grip, fulcrum, stroke, and approach to the percussion instrument inconsistently | The student performs with an appropriate grip, fulcrum, stroke, and approach to the percussion instrument with minor imperfections | The student consistently performs with an appropriate grip, fulcrum, stroke, and approach to the percussion instrument | The student consistently performs with an appropriate grip, fulcrum, and stroke, and the approach to the percussion instrument is highly developed and/or nuanced |

| Strand 3: Performance Skills and Artistry | | 0 | 1 | 2 | 3 | 4 | 5 |
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| Interprets and performs the musical excerpt as intended by the composer/conductor | <i>Playing assessments</i> | No attempt made or insufficient evidence demonstrated | 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 mostly 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 or insufficient evidence demonstrated | The student's performance does not include expressive qualities | The student's performance inconsistently includes expressive qualities | The student's performance mostly 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 |
| Demonstrates application of skills and understanding through enrichment assignments | <i>Projects, creation of artwork, compositions, and other assessments</i> | No attempt made or insufficient evidence demonstrated | As indicated on project rubric | As indicated on project rubric | As indicated on project rubric | As indicated on project rubric | As indicated on project rubric |

| Strand 4: Rehearsal and Performance Professionalism | | 0 | 1 | 2 | 3 | 4 | 5 |
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| 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 | Mostly 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 | Mostly 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 | Mostly 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 reflection or self-assessment | Rarely demonstrates reflection or self-assessment | Student provides some responses to in-class reflections or self-assessment and/or questioning during rehearsals | Student provides thorough responses to some in-class reflections or self-assessment and/or questioning during rehearsals | Student provides thorough responses to all in-class reflections or self-assessment and/or questioning during rehearsals | Is proficient AND student takes ownership of their individual growth through self-assessment and self-motivation outside of the classroom |