

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
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.

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
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
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