

<b>Band Grade 9</b> <b>Creative / Productive (CP)</b>					
Outcome		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>CP9.7</b> <b>Use voice, instruments, and technologies to express musical ideas.</b>	Listening	<ul style="list-style-type: none"> <li>I can aurally <b>AND</b> visually recognize the difference between Major and Minor Scales, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can aurally and visually recognize the difference between Major and Minor Scales.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the whole and half steps that compose a major <b>AND</b> minor scale.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain how I apply</b>, aurally and visually, my knowledge of <b>major and minor scales to any musical selection</b>.</li> </ul>
		<ul style="list-style-type: none"> <li>I can aurally <b>AND</b> visually identify the basic intervals of PU, m2, M2, m3, M3, P4, M6 and P8 <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can aurally <b>AND</b> visually identify the basic intervals of PU, m2, M2, m3, M3, P4, M6, and P8.</li> </ul>	<ul style="list-style-type: none"> <li>I can aurally <b>OR</b> visually identify intervals of m7 <b>AND</b> M7.</li> </ul>	<ul style="list-style-type: none"> <li>I can aurally <b>AND</b> visually identify intervals of m7 <b>AND</b> M7.</li> </ul>
		<ul style="list-style-type: none"> <li>I can adjust my instrument for tuning on director’s cue <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can adjust my instrument for tuning on director’s cue <b>with occasional guidance</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can adjust my instrument for <b>tuning on director’s cue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>adjust my instrument for tuning as needed during performance</b>.</li> </ul>
	Duration	<ul style="list-style-type: none"> <li>I can follow <b>a few</b> of the basic time signatures, notes <b>OR</b> rest values.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow most of the basic time signatures, notes <b>OR</b> rest values.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow all of the basic time signatures, notes <b>AND</b> rest values.</li> </ul>	<ul style="list-style-type: none"> <li>I can use complex time signatures, notes <b>AND</b> rest values.</li> </ul>
Fundamentals	<ul style="list-style-type: none"> <li>I can <b>occasionally</b> demonstrate <b>a few</b> of the following fundamentals: proper posture, embouchure, air usage, tone quality, <b>OR</b> attack.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>consistently</b> demonstrate <b>several</b> of the following fundamentals: proper posture, embouchure, air usage, tone quality, <b>OR</b> attack.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>consistently</b> demonstrate <b>all</b> of the following fundamentals: proper posture, embouchure, air usage, tone quality, <b>AND</b> attack.</li> </ul>	<ul style="list-style-type: none"> <li>I can consistently demonstrate <b>all</b> of the following fundamentals: proper posture, embouchure, air usage, tone quality, and attack, <b>AND explain the benefit of using proper technique</b>.</li> </ul>	

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		• I can name <b>a few of the notes</b> throughout the range required by class repertoire.	• I can name <b>most of the notes</b> throughout the range required by class repertoire.	• I can name <b>the notes throughout the range required by class repertoire.</b>	• I can name the notes <b>extending above and below the range required</b> by class repertoire.	
	Range	• I can play <b>a few of the notes</b> with a good characteristic sound throughout the range required by class repertoire.	• I can play <b>most of the notes</b> with a good characteristic sound throughout the range required by class repertoire.	• I can play the <b>notes with a good characteristic sound throughout the range required by class repertoire.</b>	• I can play the notes <b>extending above and below the range</b> required by class repertoire with good characteristic sound.	
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<b>CP9.8 Combine the elements of music and principles of composition to express unified musical ideas.</b>	Dynamics	• I can perform a few of the basic marked dynamics in class repertoire.	• I can perform <b>several marked dynamics</b> in class repertoire <b>during performance.</b>	• I can perform <b>all marked dynamics</b> in class repertoire during performance.	• I can <b>adapt the dynamic range</b> in class repertoire <b>to the performance situation.</b>
	Articulation	• I can perform <b>a few</b> of the basic articulations (slur, staccato, accents, tenuto, marcato)	• I can perform <b>most</b> of the basic articulations (slur, staccato, accents, tenuto, marcato)	• I can perform <b>all</b> of the basic articulations (slur, staccato, accents, tenuto, marcato).	• I can adapt the articulations (slur, staccato, accents, tenuto, marcato) <b>to suit the mood or feel of the selection.</b>
	Terms & Symbols	• I can define <b>a few</b> musical terms and symbols that are found in class repertoire.	• I can define <b>most</b> musical terms and symbols that are found in class repertoire.	• I can define <b>all of the musical terms and symbols found in class repertoire.</b>	• I can define all of the musical terms and symbols found in our repertoire <b>plus some that are not found in class repertoire.</b>
	Form	• I can understand and implement <b>a few</b> of the basic forms in class repertoire, with help.	• I can understand and implement <b>several</b> of the basic forms of music in class repertoire, with guidance.	• I can understand and implement <b>all</b> of the basic forms of music <b>in class repertoire.</b>	• I can understand and implement forms of music <b>outside</b> class repertoire.
	Phrasing	• I can sometimes shape musical phrases <b>with help</b> from teacher.	• I can shape musical phrases <b>with guidance from teacher.</b>	• I can <b>begin to shape musical phrases</b> on my own.	• I can identify and shape musical phrases <b>in various styles of music.</b>
	Style	• I can interpret <b>a few</b> musical styles <b>with help</b> from director.	• I can interpret a variety of musical styles within the class repertoire <b>with guidance from director.</b>	• I can interpret a variety of musical styles <b>within the class repertoire.</b>	• I can interpret a variety of musical styles <b>outside of the class repertoire.</b>

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<b>Instrumental Technique: Percussion</b>			<ul style="list-style-type: none"> <li>I can follow or interpret <b>most of the conductor’s gestures</b> and patterns <b>some of the time</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow and interpret <b>most of the conductor’s gestures and patterns most of the time</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>interpret and follow</b> the conductor’s gestures and conducting patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>follow and use conducting gestures and techniques within the group</b>.</li> </ul>
	Snare Drum		<ul style="list-style-type: none"> <li>I can successfully perform <b>at least one</b> of the following rudiments on the snare drum <b>with guidance</b>: flam, buzz, and roll, as required by class repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>I can successfully perform a <b>few</b> of the following rudiments on the snare drum: flam, buzz, and roll, as required by class repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>I can successfully perform <b>flam, buzz, and roll</b> rudiments on the snare drum as required in class repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>I can successfully perform <b>all of the recognized rudiments on snare drum</b> in class repertoire as required.</li> </ul>
	Mallet		<ul style="list-style-type: none"> <li>I can <b>perform a few of the following scales, with help from the director, with two mallets</b>: Db, Ab, Eb, Bb, C Major and Bb chromatic.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>successfully, most of the time</b>, perform the following scales using <b>two mallets</b>: Db, Ab, Eb, Bb, C Major and Bb Chromatic.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>successfully perform</b> the following scales with <b>multiple mallets</b>: <b>Db, Ab, Eb, Bb, C Major and Bb chromatic</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>successfully perform most major scales in one octave with multiple mallets</b>.</li> </ul>
	Timpani		<ul style="list-style-type: none"> <li>I can <b>sometimes, with help from the director</b>, tune the timpani using the gauge <b>OR</b> ear.</li> </ul>	<ul style="list-style-type: none"> <li>I can tune the timpani <b>using a gauge</b> to the proper pitches.</li> </ul>	<ul style="list-style-type: none"> <li>I can tune the timpani using a gauge <b>AND</b> my ear to proper pitches.</li> </ul>	<ul style="list-style-type: none"> <li>I can tune the timpani <b>using my ear</b> to any pitch on <b>multiple timpani</b>.</li> </ul>
	Accessories		<ul style="list-style-type: none"> <li>I can play a <b>few</b> of the percussion accessories required by class repertoire with proper technique and good sound.</li> </ul>	<ul style="list-style-type: none"> <li>I can play <b>most</b> of the percussion accessories required by class repertoire with proper technique and good sound.</li> </ul>	<ul style="list-style-type: none"> <li>I can play percussion the accessories <b>required by class repertoire with proper technique and good sound</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explore advanced percussion techniques on the accessories required by class repertoire</b>.</li> </ul>
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<b>CP9.9</b> <b>Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.</b>	<ul style="list-style-type: none"> <li>I can create my own sound compositions, song lyrics, <b>OR</b> improvisations to express perspectives and raise awareness about a topic of concern to youth, <b>with help, respecting several of the co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create my own sound compositions, song lyrics, <b>OR</b> improvisations to express perspectives and raise awareness about a topic of concern to youth, <b>with some guidance, respecting many of the co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create my own sound compositions</b>, song lyrics, <b>OR</b> improvisations to express perspectives and raise awareness about a topic of concern to youth, <b>respecting almost all the co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create <b>AND</b> perform my own sound compositions, <b>with improvisation</b>, to express perspectives and raise awareness about a topic of concern to youth, <b>respecting all the co-constructed criteria.</b></li> </ul>
	<ul style="list-style-type: none"> <li>I can adequately prepare, rehearse <b>OR</b> perform my structured compositions for select audiences, <b>with direction, respecting several of the co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can adequately prepare, rehearse <b>OR</b> perform my structured compositions <b>OR</b> improvisations for select audiences, <b>respecting many of the co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can adequately prepare, rehearse, <b>AND</b> perform my structured compositions <b>OR</b> improvisations for select audiences, <b>respecting almost all the co-constructed criteria.</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>meticulously</b> prepare, rehearse, and perform my compositions <b>and improvisations for any audience, respecting all the co-constructed criteria.</b></li> </ul>
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