












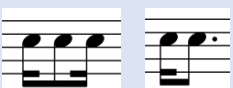
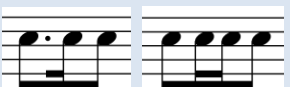







Band Grade 8 Creative / Productive (CP)					
Outcome		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept 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.
CP8.7 Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.	Aural Skills	<ul style="list-style-type: none"> I can aurally OR visually recognize the difference between major and minor scales. 	<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 aurally AND visually recognize major and minor scales and properly identify the whole and half steps that compose the scale. 	<ul style="list-style-type: none"> I can write all of my major and minor scales and label the whole and half steps.
		<ul style="list-style-type: none"> I can aurally OR visually identify several basic intervals (PU, M2, m2, P4, P5, P8). 	<ul style="list-style-type: none"> I can aurally AND visually identify basic intervals (PU, M2, m2, P4, P5, P8). 	<ul style="list-style-type: none"> I can aurally AND visually identify more advanced intervals (m3, M3, M6). 	<ul style="list-style-type: none"> I can aurally AND visually identify intervals of m7 and M7.
	Listening/ Tuning	<ul style="list-style-type: none"> I can individually adjust for tuning on a tuning note with help. 	<ul style="list-style-type: none"> I can individually adjust for tuning on a tuning note. 	<ul style="list-style-type: none"> I can individually adjust for tuning on a tuning note and recognize the tuning tendencies of my instrument. 	<ul style="list-style-type: none"> I can adjust my tuning on longer individual notes during a piece of music.
	Duration	<ul style="list-style-type: none"> I am able to identify the difference between duple and triple meter. 	<ul style="list-style-type: none"> I am able to perform in multiple duple meters, as well as playing in a single triple meter. 	<ul style="list-style-type: none"> I am able to perform in multiple meters, consisting of both duple and triple meters. 	<ul style="list-style-type: none"> I am able to perform in multiple meters while keeping a consistent sense of pulse and feel.
		<ul style="list-style-type: none"> I am beginning to perform a musical excerpt in uneven compound meters (e.g. 5/8, 7/8, 9/8, 12/8) with help. 	<ul style="list-style-type: none"> I can perform a musical excerpt in uneven compound meter (e.g. 5/8,7/8,9/8,12/8) with guidance. 	<ul style="list-style-type: none"> I can perform a musical excerpt in uneven compound meter (e.g. 5/8, 7/8, 9/8, 12/8) while maintaining pulse and feel. 	<ul style="list-style-type: none"> I can perform a musical excerpt in multiple uneven compound meters (e.g. 5/8, 7/8, 9/8, 12/8) maintaining pulse and feel.

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	<ul style="list-style-type: none"> I can identify the following note values: 	<ul style="list-style-type: none"> I can play the following note values with guidance: 	<ul style="list-style-type: none"> I can play the following note values: 	<ul style="list-style-type: none"> I can compose a short exercise using the following note values: 
	<ul style="list-style-type: none"> I can perform one of the following rhythms included in the class repertoire with a steady pulse:    	<ul style="list-style-type: none"> I can perform several of the following rhythms included in the class repertoire with a steady pulse:    	<ul style="list-style-type: none"> I can perform almost all of the following rhythms that are included in the class repertoire with a steady pulse:    	<ul style="list-style-type: none"> I can sight read a few of the following rhythms included in the class repertoire:    

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	Fun- damentals	<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.
		<ul style="list-style-type: none"> I can name a few of the notes throughout the range required by class repertoire. 	<ul style="list-style-type: none"> I can name most of the notes throughout the range required by class repertoire. 	<ul style="list-style-type: none"> I can name the notes throughout the range required by class repertoire. 	<ul style="list-style-type: none"> I can name the notes extending above and below the range required by class repertoire.
		<ul style="list-style-type: none"> I can play a few of the notes with a good characteristic sound throughout the range required by class repertoire. 	<ul style="list-style-type: none"> I can play most of the notes with a good characteristic sound throughout the range required by class repertoire. 	<ul style="list-style-type: none"> I can play the notes with a good characteristic sound throughout the range required by class repertoire. 	<ul style="list-style-type: none"> I can play the notes extending above and below the range required by class repertoire with good characteristic sound.
		<ul style="list-style-type: none"> I can play in many of the following keys: concert B-flat, C, E-flat, F, and their relative minors. 	<ul style="list-style-type: none"> I can play in the keys of concert B-flat, C, E-flat, F, and their relative minors, as well as a one-octave chromatic scale. 	<ul style="list-style-type: none"> I can play in the keys of D-flat major and A-flat major and their relative minors, as well as a B-flat chromatic scale memorized. 	<ul style="list-style-type: none"> I can play in all major and minor keys.

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	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 all 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 sound. 	<ul style="list-style-type: none"> I can play most of the percussion accessories required by class repertoire with proper technique and good sound. 	<ul style="list-style-type: none"> I can play percussion the accessories required by class repertoire with proper technique and good sound. 	<ul style="list-style-type: none"> I can explore advanced percussion techniques on the accessories required by class repertoire.
Comments					

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<p>CP8.8</p> <p>Investigate and make choices about musical structures in sound composition.</p>	Dynamics	<ul style="list-style-type: none"> During performance, I can perform a few of the basic dynamics found in the class repertoire. 	<ul style="list-style-type: none"> During performance, I can perform several dynamics found in the class repertoire. 	<ul style="list-style-type: none"> During performance, I can perform all dynamics found in the class repertoire. 	<ul style="list-style-type: none"> I can adapt the dynamic range 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 our repertoire. 	<ul style="list-style-type: none"> I can define most musical terms and symbols that are found in our repertoire. 	<ul style="list-style-type: none"> I can define all of the musical terms and symbols found in our 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 our repertoire.
	Phrasing	<ul style="list-style-type: none"> I can sometimes shape musical phrases with help from the teacher. 	<ul style="list-style-type: none"> I can shape musical phrases with direction from teacher. 	<ul style="list-style-type: none"> I can identify and shape some musical phrases. 	<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.
		<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.
	Ensemble Skills	<ul style="list-style-type: none"> I am able to function in a group musical setting, developing skills with the 	<ul style="list-style-type: none"> I am able to function in a group musical setting, using a few of the 	<ul style="list-style-type: none"> I am able to function in a group musical setting, using skills all of the 	<ul style="list-style-type: none"> I am able to facilitate in a group musical setting, using skills such as:

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		assistance of my director, such as: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation, balance and blend ○ watching the conductor for togetherness and style, ○ demonstrating musical leadership. 	following skills: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation, balance and blend ○ watching the conductor for togetherness and style, ○ demonstrating musical leadership. 	following skills: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation, balance and blend ○ watching the conductor for togetherness and style, ○ demonstrating musical leadership. 	<ul style="list-style-type: none"> ○ listening across the ensemble for intonation, balance and blend ○ watching the conductor for togetherness and style, ○ demonstrating musical leadership. 	
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CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations in response to a social issue, with help. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations in response to a social issue, with some guidance. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations in response to a social issue. 	<ul style="list-style-type: none"> I can create AND perform my own sound compositions, with improvisation, in response to a social issue.
Comments				