













Band Grade 7 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.
CP7.7 Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.	Aural Skills	<ul style="list-style-type: none"> I can aurally AND visually recognize the difference between major and minor scales with help. 	<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 the difference between major and minor sections within a piece.
		<ul style="list-style-type: none"> I can aurally or visually identify a few basic intervals (PU, M2, m2, P4, P5, P8) with help. 	<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 the following basic intervals (PU, M2, m2, P4, P5, P8). 	<ul style="list-style-type: none"> I can create a simple melody using basic intervals (PU, M2, m2, P4, P5, P8).
	Listening/ Tuning	<ul style="list-style-type: none"> I can adjust for tuning on a tuning note with help. 	<ul style="list-style-type: none"> I can sometimes individually adjust for tuning on a tuning note. 	<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 justify why I adjusted in the manner I did.
	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 can perform a musical piece in 5/4 OR 7/4 time 	<ul style="list-style-type: none"> I can perform a musical piece in 5/4 OR 7/4 time while maintaining pulse and feel. 	<ul style="list-style-type: none"> I can perform a musical piece in 5/4 AND 7/4 time while maintaining pulse and feel. 	<ul style="list-style-type: none"> I can visually demonstrate the difference between the different divisions of 5/4 (2-3 and 3-2) and 7/4 (2-2-3,2-3-2,3-2-2) time.
		<ul style="list-style-type: none"> I can clap and count the following rhythms: <div style="text-align: center;">   </div>	<ul style="list-style-type: none"> I can play ONE of the following rhythms with a steady pulse. <div style="text-align: center;">   </div>	<ul style="list-style-type: none"> I can play BOTH of the following rhythms with a steady pulse. <div style="text-align: center;">   </div>	<ul style="list-style-type: none"> I can explain the rhythmic difference between the two following rhythms: <div style="text-align: center;">   </div>

Band Grade 7 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.
		• I can name a few of the notes throughout the range required by class repertoire	• I can name most of the notes throughout the range required by class repertoire.	• I can name the notes throughout the range required by class repertoire.	• I can name the notes extending above and below the range required by class repertoire.
		• I can play a few of the notes with a good characteristic sound throughout the range required by class repertoire	• I can play most of the notes with a good characteristic sound throughout the range required by class repertoire.	• I can play the notes with a good characteristic sound throughout the range required by class repertoire.	• I can play the notes extending above and below the range required by class repertoire with good characteristic sound.
		• I can play in one or two of the following keys: concert B-flat, C, E-flat, F, and their relative minors.	• I can play in many of the following keys: concert B-flat, C, E-flat, F, and their relative minors.	• 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.	• I can demonstrate performance ability in a variety of keys beyond Level 3.
	Percussion Technique: Mallets	• I can play in one or two the following keys: concert B-flat, E-flat, F, and their relative minors.	• I can play in a few of the following keys: concert B-flat, C, E-flat, F, and their relative minors.	• I can play in the keys of concert B-flat, C, E-flat, F, AND their relative minors.	• I can play in the keys of concert B-flat, C, E-flat, F, D-flat and A-flat and their relative minors.
		• I need help to play with proper two mallet technique.	• I can sometimes play with proper two mallet technique.	• I can play with proper two mallet technique.	• I am beginning to play with multi-mallet technique.
	Percussion Technique: Snare	• I can play a few of the following: ○ measured rolls ○ paradiddles	• I can play several of the following: ○ -measured rolls ○ -paradiddles	• I can play all of the following: ○ -measured rolls ○ -paradiddles	• I can play all of the Level 3 techniques, plus: ○ -double stroke roll ○ -flam rudiments.

<p style="text-align: center;">Band Grade 7 Creative / Productive (CP)</p>					
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.
		<ul style="list-style-type: none"> ○ flam tap ○ flam accent ○ rim shot ○ single drag tap. 	<ul style="list-style-type: none"> ○ -flam tap- ○ -flam accent ○ -rim shot ○ -single drag tap. 	<ul style="list-style-type: none"> ○ -flam tap- ○ -flam accent ○ -rim shot ○ -single drag tap. 	
	Percussion Technique: Cymbals	<ul style="list-style-type: none"> ● I need help to muffle quarter and eighth note/rest patterns. 	<ul style="list-style-type: none"> ● I can sometimes muffle quarter and eighth note/rest patterns. 	<ul style="list-style-type: none"> ● I can muffle quarter and eighth note/rest patterns. 	<ul style="list-style-type: none"> ● I can muffle eighth note rhythms with crashes.
	Percussion Technique: Instrument Care	<ul style="list-style-type: none"> ● I can tune my snare head with help. 	<ul style="list-style-type: none"> ● I can tune my snare and batter heads with help. 	<ul style="list-style-type: none"> ● I can tune my own snare and batter heads, and I can adjust my snares with help. 	<ul style="list-style-type: none"> ● I can tune and replace my snare and batter heads.
	Percussion Technique: Timpani	<ul style="list-style-type: none"> ● I can tune the timpani using the gauges with help, and I can play the timpani with proper tone. 	<ul style="list-style-type: none"> ● I can tune the timpani using the gauges, AND I am developing the ability to play legato OR staccato on the timpani. 	<ul style="list-style-type: none"> ● I can tune the timpani using gauges AND my ear, I can play both legato AND staccato strokes on the timpani, AND I can play single stroke rolls and properly dampen the head. 	<ul style="list-style-type: none"> ● I can play the timpani with proper technique in all dynamic ranges.
Comments					

<p style="text-align: center;">Band Grade 7</p> <p style="text-align: center;">Creative / Productive (CP)</p>					
Outcome		<p>1 - Beginning</p> <p>The student is having difficulty demonstrating an understanding of the concept.</p>	<p>2 – Approaching</p> <p>The student is developing an understanding of the concept.</p>	<p>3 – Meeting</p> <p>The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p>4- Exemplary</p> <p>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p>CP7.8</p> <p>Investigate and manipulate elements of music and principles of composition including</p>	<p>Dynamics</p>	<ul style="list-style-type: none"> I can identify <i>diminuendo</i>, <i>sfz</i>, and <i>fp</i>. 	<ul style="list-style-type: none"> I can sometimes perform <i>diminuendo</i>, <i>sfz</i> and <i>Fp</i> on my instrument with a characteristic sound. 	<ul style="list-style-type: none"> I can perform <i>diminuendo</i>, <i>sfz</i>, and <i>fp</i> on my instrument with a characteristic sound. 	<ul style="list-style-type: none"> I can propose why the composer chose to use a specific dynamic at a specific point of a piece.
		<ul style="list-style-type: none"> I can perform at one level of volume with a characteristic sound on my instrument. 	<ul style="list-style-type: none"> I can perform at a few levels of volume (<i>p</i>, <i>f</i>) with a characteristic sound on my instrument. 	<ul style="list-style-type: none"> I can perform at multiple levels of volume (<i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>) with a characteristic sound on my instrument. 	<ul style="list-style-type: none"> I can perform at extended multiple levels of volume (<i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>) with a characteristic sound on my instrument.

Band Grade 7 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.
tension and resolution.	<ul style="list-style-type: none"> I can perform small changes in dynamics (<i>p</i> to <i>mp</i>, <i>mp</i> to <i>mf</i>, <i>mf</i> to <i>f</i>) while maintaining a characteristic tone on my instrument. 	<ul style="list-style-type: none"> I can perform medium changes in dynamics (<i>p</i> to <i>mf</i>, <i>mp</i> to <i>f</i>) while maintaining a characteristic tone on my instrument. 	<ul style="list-style-type: none"> I can perform large changes in dynamics (<i>p</i> to <i>f</i>) while maintaining a characteristic tone on my instrument. 	<ul style="list-style-type: none"> I can perform large changes in dynamics while maintaining intonation and a characteristic tone on my instrument.
	<ul style="list-style-type: none"> I can play with a characteristic sound within the dynamic range I am playing. 	<ul style="list-style-type: none"> I can balance my sound within the dynamic range I am playing with direct instruction from the teacher. 	<ul style="list-style-type: none"> I can balance my sound within the dynamic range I am playing with the teacher’s guidance. 	<ul style="list-style-type: none"> I can balance my sound within the dynamic range I am playing.
	<ul style="list-style-type: none"> I can demonstrate the relationship of tone to one of volume, intensity, OR style. 	<ul style="list-style-type: none"> I can demonstrate the relationship of tone to a few of the following: volume, intensity, OR style. 	<ul style="list-style-type: none"> I can demonstrate the relationship between tone, volume, intensity AND style 	<ul style="list-style-type: none"> I can demonstrate the relationship of tone, volume, intensity AND style, and propose how they can interact.
	Articulation	<ul style="list-style-type: none"> I can identify tenuto or marcato articulations in my music. 	<ul style="list-style-type: none"> I can demonstrate tenuto OR marcato articulations on my instrument with a characteristic sound. 	<ul style="list-style-type: none"> I can demonstrate tenuto AND marcato articulations on my instrument with a characteristic sound.

Band Grade 7 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.
		<ul style="list-style-type: none"> I am beginning to perform one of the following articulations: slur three, tongue one OR reverse. 	<ul style="list-style-type: none"> I can sometimes perform one of the following articulations: slur three, tongue one OR reverse. 	<ul style="list-style-type: none"> I can perform BOTH of the following articulations: slur three, tongue one AND reverse. 	<ul style="list-style-type: none"> I can perform the following articulation in multiple ranges on my instruments: slur three, tongue one AND reverse. 
	Terms and Symbols	<ul style="list-style-type: none"> I can define a few musical terms and symbols that are found in class repertoire. 	<ul style="list-style-type: none"> I can define most musical terms and symbols that are found in class repertoire. 	<ul style="list-style-type: none"> I can define all of the musical terms and symbols found in class 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 class repertoire.
	Interpretation	<ul style="list-style-type: none"> I can identify a few cadences OR points of tension and resolution in class pieces. 	<ul style="list-style-type: none"> I can identify some cadences AND points of tension and resolution in class pieces. 	<ul style="list-style-type: none"> I can identify all cadences AND points of tension and resolution in class pieces. 	<ul style="list-style-type: none"> I can understand how the composer uses cadence and tension to create emotion in music.
		<ul style="list-style-type: none"> I can identify the basic characteristics of a musical phrase. 	<ul style="list-style-type: none"> I can identify phrase structures. 	<ul style="list-style-type: none"> I can sometimes individually shape phrases. 	<ul style="list-style-type: none"> I can shape musical phrases.

Band Grade 7 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.
		<ul style="list-style-type: none"> • I can identify, with direction, the elements of different musical styles. 	<ul style="list-style-type: none"> • I can identify the elements of different musical styles 	<ul style="list-style-type: none"> • I can use, with direction, the elements of different musical styles. 	<ul style="list-style-type: none"> • I can use the elements of different musical styles.
		<ul style="list-style-type: none"> • I can identify a few different musical historic periods OR genres. 	<ul style="list-style-type: none"> • I can identify different musical historic periods AND genres. 	<ul style="list-style-type: none"> • I can categorize a few pieces in the repertoire by historic period OR genre. 	<ul style="list-style-type: none"> • I can categorize repertoire by historic period AND genre.
		<ul style="list-style-type: none"> • I can identify the ideas my conductor is trying to convey through gesture OR pattern. 	<ul style="list-style-type: none"> • I can sometimes make musical decisions based on the patterns AND gestures of my conductor. 	<ul style="list-style-type: none"> • I can make musical decisions based on the gestures AND patterns of my conductor. 	<ul style="list-style-type: none"> • I can demonstrate musical thought and interpretation through my use of pattern AND gesture.
	Ensemble Skills	<ul style="list-style-type: none"> • With assistance from my director, I am able to function in a group musical setting, using a few of the following skills: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation ○ balance and blend ○ watching the conductor for togetherness and style ○ musical leadership. 	<ul style="list-style-type: none"> • I am able to function in a group musical setting, using a few of the following skills: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation ○ balance and blend ○ watching the conductor for togetherness and style ○ musical leadership. 	<ul style="list-style-type: none"> • I am able to function in a group musical setting, using all of the following skills: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation ○ balance and blend ○ watching the conductor for togetherness and style ○ musical leadership. 	<ul style="list-style-type: none"> • I am able to facilitate in a group musical setting, using the following skills: <ul style="list-style-type: none"> ○ listening across the ensemble for intonation ○ balance and blend ○ maintaining togetherness and style ○ musical leadership.

Band Grade 7 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.
CP7.9 Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations’ flutes, Caribbean steel bands, urban street culture).	<ul style="list-style-type: none"> • With help, I can make connections between a few elements of music and musical expressions in a few different places in the world. 	<ul style="list-style-type: none"> • I can make connections between a few elements of music and musical expressions in a few different places in the world. 	<ul style="list-style-type: none"> • I can make connections between many elements of music and musical expressions in a few different places in the world. 	<ul style="list-style-type: none"> • I can compare the elements of music in musical expressions from a few different places in the world.
	<ul style="list-style-type: none"> • With help, I can imitate a few characteristics of musical expressions in a few different places in the world using traditional OR homemade instruments. 	<ul style="list-style-type: none"> • I can imitate a few characteristics of musical expressions in a few different places in the world using traditional OR homemade instruments. 	<ul style="list-style-type: none"> • I can imitate a few characteristics of musical expressions in a several different places in the world using traditional OR homemade instruments. 	<ul style="list-style-type: none"> • I can imitate a few characteristics of musical expressions in several different places in the world using traditional AND homemade instruments.
Comments				