

BAND 7-9 PERFORMANCE RATING SCALE

CIRCLE: TERM ONE TERM TWO TERM THREE

NAME: _____

BLOCK: _____

Remember this is a LEARNING JOURNEY! Work hard, support one another, and have fun!

<u>Learning Targets</u>	<u>MASTERING</u> "I can do it on my own."	<u>REFINING</u> "I can do most of it on my own."	<u>DEVELOPING</u> "I get some of it. I am beginning to do more and more on my own."	<u>ACQUIRING</u> "I am just getting started. I learn best with help"
Posture/ Positioning	I have an excellent understanding of proper posture/fingering positions. I sit up straight in front of my chair. My feet are always flat on the floor. Percussionists – my arms are relaxed at my sides, I almost always bend at my wrists and my hands show an accurate matched grip.	I usually sit up straight and often apply correct hand/arm positions; My feet are mostly flat on the floor. Overall, I have quite good posture but may sometimes slouch or need reminders. Percussionists - I rarely need reminders for my grip.	Occasionally sit correctly and sometimes have correct hand/arm/leg & feet positions. My ankles are sometimes crossed or my feet are wrapped around the foot of my chair, but I am quick to correct with a gentle reminder. Percussionists - I often need reminders to show a correct hand/arm position.	I rarely use the correct positions for my instrumentation. I may often slouch or rest my instrument across my lap. My ankles or feet are often misplaced even after several reminders. Percussionists - I often need reminders to position appropriately for each instrument.
SOUND PRODUCTION Sound Tone Quality Embouchure	I produce an excellent tone - a quality steady sound with good air support. My notes show I play with control and confidence. I am largely in tune; Percussion sounds are highly accurate.	My tone is supported well. I play my notes with good control and am mostly in tune. Percussionists - My sound demonstrates some variation. I am mostly accurate.	My tone is sometimes steady. I understand some notes, but require increased air support and need to use a firmer embouchure. Percussion - my sticking is sometimes off beat. I need to be more accurate.	My tone quality is limited. I find it hard to use my breath correctly to produce a steady tone. I have limited pitch accuracy and am seldom in tune. Percussionists - I rarely perform with accuracy.
Notes	My understanding of notes and fingerings when reading my music is excellent. My fingering changes are clean, almost always accurate in a timely manner when playing technique and my band charts.	I show considerable accuracy with my notes. Most of my fingerings are correct but, on occasion, changes between notes can be muddy. I may miss a note, but show understanding of my error. I usually play correctly.	I show some accuracy with fingerings, however, I show some hesitation reading music and changing between my notes. Additional review and practice is needed to learn all my notes and fingerings.	While I can make sounds on my instrument, the majority of my notes are not known. Reading music is challenging for me. I have difficulty switching fingerings between notes; I am in need of individual coaching.
Rhythm	I understand and perform all rhythms with accuracy (saying and clapping). I am confident with all rhythms for my grade level.	I understand and perform most rhythms accurately. I make few errors with rhythms for my grade level. At times, while I may practice, I may sometimes forget to count out rhythms out loud.	I understand some basic rhythm patterns for my grade level. I struggle with clapping and counting rhythms out loud.	I understand there are different notes and patterns in music but need more review and support to clap and count accurately.
Musicality Phrasing/Breathing & Sticking (Drums) Dynamics/Contrasts	I can articulate my notes clearly and accurately. I pay attention to all stylistic markings (e.g., fermata, breath marks, slurs, ties) and almost always follow my conductor. Percussion - sticking is followed almost always, with attention to expression showing few errors..	I can articulate most stylistic markings (e.g., fermata, breath marks, slurs, ties) and follow my conductor with only a few errors. Percussionist's sticking is followed the majority of the time.	I remember a few stylistic markings (e.g., fermata, breath marks, slurs, ties). I sometimes find it challenging to follow my conductor. Percussionist's sticking is followed some of the time.	I may tongue my notes with no definite start or end. I play my notes forgetting to phrase or to breathe at a breath mark. I often find myself out of beat with the band. Percussionist's sticking is not followed.

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Musical Literacy Signs & Symbols Terms	Always accurately identify and understand signs, symbols and terms, and apply them to written music.	Usually identify and understand signs, symbols and terms, and apply them to written music.	Sometimes identify and understand the signs, symbols and terms in written music.	Rarely identify signs, symbols and terms in written music.
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WORK HABITS*I...*

G (GOOD)	<input type="checkbox"/> <i>Show I am consistently ready to work and learn - Responsibility</i> <input type="checkbox"/> <i>Work well with others and my teacher (music director) - Collaborate/Cooperate</i> <input type="checkbox"/> <i>Participate in class in a meaningful way - Contribute/Innovator</i> <input type="checkbox"/> <i>Am self-directed, take appropriate initiative & responsibility for learning - Learner/Thinker</i>
S (SATISFACTORY)	<input type="checkbox"/> <i>Usually show I am ready to work and learn - Responsibility</i> <input type="checkbox"/> <i>Usually work well with others and my teacher (music director) - Collaborate/Cooperate</i> <input type="checkbox"/> <i>Sometimes participate in a meaningful way - Contribute/Innovator</i> <input type="checkbox"/> <i>Often require direction - Learner/Thinker</i>
N (NEEDS IMPROVEMENT)	<input type="checkbox"/> <i>Rarely show I am ready to work and learn. I need reminders to be prepared with a growth mindset</i> <input type="checkbox"/> <i>Struggle to work collaboratively with others and my teacher (music director)</i> <input type="checkbox"/> <i>Often need prompting to participate or contribute in a meaningful way</i> <input type="checkbox"/> <i>I need one-one attention or support to self-regulate and to increase my responsibilities as a learner</i>

Upon Reflection:

My Strengths:**My Stretches (Next Steps):**