

**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><i>Learning Targets</i></u>	<u><i>MASTERING</i></u> <i>"I can do it on my own."</i>	<u><i>REFINING</i></u> <i>I can do most of it on my own."</i>	<u><i>DEVELOPING</i></u> <i>"I get some of it. I am beginning to do more and more on my own."</i>	<u><i>ACQUIRING</i></u> <i>"I am just getting started. I learn best with help"</i>
<b><i>Posture/ Positioning</i></b>	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.
<b><u>SOUND PRODUCTION</u></b> <b><i>Sound Tone Quality Embouchure</i></b>	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.
<b><i>Notes</i></b>	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.
<b><i>Rhythm</i></b>	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.
<b><i>Musicality</i></b> <b><i>Phrasing/Breathing &amp; Sticking (Drums)</i></b> <b><i>Dynamics/Contrasts</i></b>	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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<p><b><i>Musical Literacy</i></b>  <b><i>Signs &amp; Symbols Terms</i></b></p>	<p>Always accurately identify and understand signs, symbols and terms, and apply them to written music.</p>	<p>Usually identify and understand signs, symbols and terms, and apply them to written music.</p>	<p>Sometimes identify and understand the signs, symbols and terms in written music.</p>	<p>Rarely identify signs, symbols and terms in written music.</p>
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***WORK HABITS***

***I...***

<p><b><i>G</i></b> <b><i>(GOOD)</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Show I am consistently ready to work and learn - Responsibility</i></li> <li><input type="checkbox"/> <i>Work well with others and my teacher (music director) - Collaborate/Cooperate</i></li> <li><input type="checkbox"/> <i>Participate in class in a meaningful way - Contribute/Innovator</i></li> <li><input type="checkbox"/> <i>Am self-directed, take appropriate initiative &amp; responsibility for learning - Learner/Thinker</i></li> </ul>
<p><b><i>S</i></b> <b><i>(SATISFACTORY)</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Usually show I am ready to work and learn - Responsibility</i></li> <li><input type="checkbox"/> <i>Usually work well with others and my teacher (music director) - Collaborate/Cooperate</i></li> <li><input type="checkbox"/> <i>Sometimes participate in a meaningful way - Contribute/Innovator</i></li> <li><input type="checkbox"/> <i>Often require direction - Learner/Thinker</i></li> </ul>
<p><b><i>N</i></b> <b><i>(NEEDS IMPROVEMENT)</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Rarely show I am ready to work and learn. I need reminders to be prepared with a growth mindset</i></li> <li><input type="checkbox"/> <i>Struggle to work collaboratively with others and my teacher (music director)</i></li> <li><input type="checkbox"/> <i>Often need prompting to participate or contribute in a meaningful way</i></li> <li><input type="checkbox"/> <i>I need one-one attention or support to self-regulate and to increase my responsibilities as a learner</i></li> </ul>

**Upon Reflection:**

**My Strengths:**

**My Stretches (Next Steps):**