



Band Grade 6 Creative / Productive (CP)						
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.	
CP6.7 Demonstrate increased skills and abilities in the use of voice and instruments.	Aural Skills	Listening & Tuning	<ul style="list-style-type: none"> I can play a consistent sound with appropriate tone on tuning pitch with help. 	<ul style="list-style-type: none"> I can play a consistent sound with appropriate tone on tuning pitch. 	<ul style="list-style-type: none"> I can adjust pitch for tuning with teacher direction. 	<ul style="list-style-type: none"> I am beginning to adjust for tuning on tuning note.
		Dynamics	<ul style="list-style-type: none"> I apply a few of the following dynamic changes in class repertoire: <i>pp, p, mp, mf, f, ff, crescendo, OR decrescendo.</i> 	<ul style="list-style-type: none"> I apply most of the following dynamic changes in class repertoire: <i>pp, p, mp, mf, f, ff, crescendo OR decrescendo.</i> 	<ul style="list-style-type: none"> I apply the following dynamic changes in class repertoire: <i>pp, p, mp, mf, f, ff, crescendo, and decrescendo.</i> 	<ul style="list-style-type: none"> I apply the following dynamic changes in class repertoire: <i>pp, p, mp, mf, f, ff, crescendo, decrescendo, diminuendo, sfz, and fp.</i>
			<ul style="list-style-type: none"> I can occasionally maintain tone and balance while performing dynamics. 	<ul style="list-style-type: none"> I can sometimes maintain tone and balance while performing dynamics. 	<ul style="list-style-type: none"> I can usually maintain tone and balance while performing dynamics. 	<ul style="list-style-type: none"> I consistently maintain tone and balance while performing dynamics.
		Articulation	<ul style="list-style-type: none"> I can apply phrasing, ties, slurs, staccatos and accents as indicated in class repertoire with help. 	<ul style="list-style-type: none"> I can apply phrasing, ties, slurs, staccatos and accents as indicated in class repertoire with minimal guidance. 	<ul style="list-style-type: none"> I apply phrasing, ties, slurs, staccato AND accents as indicated in class repertoire. 	<ul style="list-style-type: none"> I can apply tenuto and marcato, as indicated in class repertoire.



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Instrumental Technique	Fun-damentals	• I can demonstrate proper playing position and characteristic tone with help.	• I can demonstrate proper playing position AND characteristic tone with occasional reminders.	• I demonstrate proper playing position AND characteristic tone [through good embouchure and breath support (winds)].	• I demonstrate exemplary playing position and characteristic tone [through good embouchure and breath support (winds)].
	Range	• I can play a few of the notes with a good characteristic sound, throughout the range required by our Grade 1 repertoire.	• I can play most of the range of notes with a good characteristic sound, required by our Grade 1 repertoire.	• I can play with a good characteristic sound, throughout the range required by Grade 1 repertoire.	• I can play with a good characteristic sound, throughout the range required by repertoire in Grade 1.5.
	Technical Proficiency	• I can play in the keys of <i>Bb</i> and <i>Eb</i> major and their relative minors with help.	• I can play in the keys of <i>Bb</i> and <i>Eb</i> major and their relative minors with guidance.	• I can play in the keys of <i>Bb</i> and <i>Eb</i> major and their relative minors.	• I can play in the keys of <i>Eb</i> , <i>Bb</i> , and F major and their relative minors.
Percussion	Snare	• I can demonstrate some stick control --single, double, bounce, buzz roll, flams, OR single paradiddles, as required in class repertoire with help.	• I can demonstrate some stick control -single, double, bounce, buzz roll, flams, OR single paradiddles, as required in class repertoire.	• I can use proper stick control for dynamics (stick heights), flams, buzz rolls, paradiddles, AND rim shot, as required in class repertoire.	• I can use proper stick control for 16th notes as required in class repertoire.
	Mallets	• I can select appropriate mallets with consistent help.	• With guidance, I can select appropriate mallets according to instrument OR repertoire.	• I can often select appropriate mallets according to instrument OR repertoire.	• I can demonstrate proper selection of mallets for different instruments AND repertoire.



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	Ensemble	Other	<ul style="list-style-type: none"> I can use proper techniques for some of the following: playing, control, holding, roll, crash, tone, appropriate striking area, muffling/dampening on other percussion instruments with help. 	<ul style="list-style-type: none"> I can use proper techniques for most of the following: playing, control, holding, roll, crash, tone, appropriate striking area, muffling/dampening on other percussion instruments with guidance. 	<ul style="list-style-type: none"> I use proper techniques for playing, control, holding, roll, crash, tone, appropriate striking area, muffling/dampening on other percussion instrument, with minimal guidance. 	<ul style="list-style-type: none"> I use proper techniques for playing, control, holding, roll, crash, tone, appropriate striking area, muffling/dampening on other percussion instruments, without assistance.
		Inter-pretation	<ul style="list-style-type: none"> I am aware of the conductor’s gestures and patterns with consistent reminders. 	<ul style="list-style-type: none"> I am aware of conductor’s gestures and patterns with occasional reminders. 	<ul style="list-style-type: none"> I am almost always aware of the conductor’s gestures and patterns. 	<ul style="list-style-type: none"> I am consistently aware of the conductor’s gestures and patterns.
		Performance	<ul style="list-style-type: none"> I can implement a few of the skills, techniques OR attitudes necessary for successful ensemble performance. 	<ul style="list-style-type: none"> I can implement many skills, techniques OR attitudes necessary for successful ensemble performance. 	<ul style="list-style-type: none"> I implement the skills, techniques AND attitudes necessary for successful ensemble performance. 	<ul style="list-style-type: none"> I demonstrate leadership by offering help, ideas, and guidance to other performers during rehearsal/practice.
Comments						



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CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.	Terms	Dynamics <ul style="list-style-type: none"> I understand some of the following dynamics: <i>pp, p, mp, mf, f, ff, crescendo, and decrescendo.</i> 	<ul style="list-style-type: none"> I understand most of the following dynamics: <i>pp, p, mp, mf, f, ff, crescendo and decrescendo.</i> 	<ul style="list-style-type: none"> I understand the following dynamics: <i>pp, p, mp, mf, f, ff, crescendo, decrescendo</i> 	<ul style="list-style-type: none"> I understand the following dynamics: <i>pp, p, mp, mf, f, ff, crescendo, decrescendo, diminuendo, sfz, and fp.</i>
		Form <ul style="list-style-type: none"> I understand some of the following: ABA, repeat signs, <i>D.C. /D.S. al fine, D.S. /D.C al coda, coda, and fine</i> as required by class repertoire. 	<ul style="list-style-type: none"> I understand most of the following: ABA, repeat signs, <i>D.C. /D.S. al fine, D.S. /D.C al coda, coda, and fine</i> as required by class repertoire. 	<ul style="list-style-type: none"> I understand ABA, repeat signs, <i>D.C. /D.S. al fine</i>, and <i>D.S. /D.C al coda, coda, fine</i> as required by class repertoire with minimal guidance. 	<ul style="list-style-type: none"> I understand ABA, repeat signs, <i>D.C. /D.S. al fine</i>, and <i>D.S. /D.C al coda, coda, fine</i> according to repertoire.
		Style <ul style="list-style-type: none"> I understand some of the following: articulation, tonguing, ties, slurs, staccato, accents, <i>solo/soli/div.</i> as required by class repertoire. 	<ul style="list-style-type: none"> I understand most of the following: articulation, tonguing, ties, slurs, staccato, accents, <i>solo/soli/div.</i> as required by class repertoire. 	<ul style="list-style-type: none"> I understand all of the following: articulation, tonguing, ties, slurs, staccato, accents, <i>solo/soli/div.</i> as required by class repertoire. 	<ul style="list-style-type: none"> I also understand tenuto, marcato OR legato as required by repertoire.
		Tempo <ul style="list-style-type: none"> I understand some of the following: <i>allegro, andante, fermata, moderato, pause, rit.</i> as required by class repertoire. 	<ul style="list-style-type: none"> I understand most of the following: <i>allegro, andante, fermata, moderato, pause, rit.</i> as required by class repertoire. 	<ul style="list-style-type: none"> I understand all of the following: <i>allegro, andante, fermata, moderato, pause, rit.</i> as required by class repertoire. 	<ul style="list-style-type: none"> I also understand accelerando, largo and rallentando as required by repertoire.



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	Values	<ul style="list-style-type: none"> I can count and play most the following notes and rests: whole, half, quarter, dotted half, 2 beamed eighths, pick-up notes and long rests, as required by class repertoire. 	<ul style="list-style-type: none"> I can count and play the following notes and rests: whole, half, quarter, dotted half, 2 beamed eighth notes, pick-up notes and long rests, as required by class repertoire. 	<ul style="list-style-type: none"> I can count AND play the following notes and rests: whole, half, quarter, dotted half, eighth, pick-up notes and long rests, as required by class repertoire. 	<ul style="list-style-type: none"> I can count and play the following notes and rests: whole, half, quarter, dotted half, eighth, and dotted quarter pick-up notes and long rests, as per repertoire. Percussion: I can count and play sixteenth notes.
	Note Names	<ul style="list-style-type: none"> I can name a few of the notes in our repertoire, in the keys of <i>Bb</i> and <i>Eb</i> major and their relative minors. 	<ul style="list-style-type: none"> I can name many of the notes in our repertoire, in the keys of <i>Bb</i> and <i>Eb</i> major and their relative minors. 	<ul style="list-style-type: none"> I can name the notes in our repertoire, in the keys of <i>Bb</i> and <i>Eb</i> major and their relative minors. 	<ul style="list-style-type: none"> I can name all notes.
		<ul style="list-style-type: none"> I understand and apply accidentals to our repertoire (in the keys of concert <i>Bb</i> and <i>Eb</i> major and their relative minors) with consistent help. 	<ul style="list-style-type: none"> I understand and apply accidentals to our repertoire (in the keys of concert <i>Bb</i> and <i>Eb</i> major and their relative minors) with guidance. 	<ul style="list-style-type: none"> I understand and apply accidentals to our repertoire (in the keys of concert <i>Bb</i> and <i>Eb</i> major and their relative minors) with minimal guidance. 	<ul style="list-style-type: none"> I can understand and apply accidentals to our repertoire (in the keys of concert <i>Bb</i> and <i>Eb</i> major and their relative minors).
Symbols	<ul style="list-style-type: none"> I understand some of the following time signatures: C, 4/4, 3/4, 2/4. 	<ul style="list-style-type: none"> I understand most of the following time signatures: C, 4/4, 3/4, 2/4. 	<ul style="list-style-type: none"> I understand the following time signatures: C, 4/4, 3/4, 2/4. 	<ul style="list-style-type: none"> I understand additional time signatures, such as: 2/2, 3/8, 6/8. 	



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	Interpretation	<ul style="list-style-type: none"> I am beginning to understand what phrasing means with consistent help. 	<ul style="list-style-type: none"> Sometimes I can shape phrases with guidance from my teacher. 	<ul style="list-style-type: none"> I can shape phrases with direction from the teacher. 	<ul style="list-style-type: none"> I can shape musical phrases with minimal direction from teacher.
		<ul style="list-style-type: none"> I can apply a few of the elements of music required for the styles, cultures, time periods and composers in class repertoire with help. 	<ul style="list-style-type: none"> I can apply several of the elements of music required for the styles, cultures, time periods and composers in class repertoire with guidance. 	<ul style="list-style-type: none"> I can apply many of the elements of music required for the styles, cultures, time periods and composers in class repertoire with minimal guidance. 	<ul style="list-style-type: none"> I can apply many of the elements of music required for the styles, cultures, time periods and composers in class repertoire without assistance.
	Ensemble Skills	<ul style="list-style-type: none"> When my teacher identifies the section, I can name its function/role within the ensemble with help. 	<ul style="list-style-type: none"> When my teacher identifies the section, I can name its function/role within the ensemble. 	<ul style="list-style-type: none"> I can identify each section in the ensemble, and describe its function/role. 	<ul style="list-style-type: none"> I fulfill the function/role of my part in my section within the ensemble.
		<ul style="list-style-type: none"> I demonstrate a few of the following: offering help, ideas, and guidance to other performers during rehearsal/practice. 	<ul style="list-style-type: none"> I demonstrate some of the following: offering help, ideas, and guidance to other performers during rehearsal/practice. 	<ul style="list-style-type: none"> I demonstrate most of the following: offering help, ideas, and guidance to other performers during rehearsal/practice. 	<ul style="list-style-type: none"> I demonstrate leadership as a performer by offering help, ideas, and guidance to other performers during rehearsal/practice.
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CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).	<ul style="list-style-type: none"> I can generate a few questions to investigate how musical style influences adolescents' identity. 	<ul style="list-style-type: none"> I can generate several questions to investigate how musical style influences adolescents' identity. 	<ul style="list-style-type: none"> I can generate many questions investigate how musical style influences adolescents' identity. 	<ul style="list-style-type: none"> I can generate a wide variety of questions to investigate how musical style influences adolescents' identity.
	<ul style="list-style-type: none"> I can identify a few ways that a musical composition I have selected expresses ideas about identity. 	<ul style="list-style-type: none"> I describe several ways that a few musical compositions I have selected express ideas about identity. 	<ul style="list-style-type: none"> I can explain with details several ways that several musical compositions I have selected express ideas about identity. 	<ul style="list-style-type: none"> I can compare, using specific details, how several musical compositions I have selected express ideas about identity.
	<ul style="list-style-type: none"> With help, I can collaborate on the creation of a sound composition that expresses a sense of identity. 	<ul style="list-style-type: none"> With guidance, I can collaborate on the creation of a sound composition that expresses a sense of identity. 	<ul style="list-style-type: none"> With minimal guidance, I can collaborate on the creation of a sound composition that expresses a sense of identity. 	<ul style="list-style-type: none"> Independently, I can collaborate on the creation of a sound composition that expresses a sense of identity.
Comments				